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2. Welcome from EdConnect Australia

How many times have you heard the saying ‘prevention is better than cure’? By providing a proven model for early intervention in the lives of young people, EdConnect Australia is working effectively to prevent a whole range of adverse outcomes. It does this by helping well-trained and motivated people to support young people to be much more engaged in their education.

This Training Module is a key part of the preparation of our volunteers, providing them with the skills, knowledge and practical tools to help vulnerable children and young people to discover their own strengths, skills and interests. We know from our experience that this is the key to better engagement in school and better outcomes in life.

Your initial training is just the first part of your volunteering journey with EdConnect Australia. Our volunteers continue to receive professional development and peer support opportunities throughout their journey as volunteer mentors.

Please enjoy your participation in this training and I wish you, and the young people you may be mentoring, every success.

The EdConnect Australia Team
Overview

This training manual is for volunteer mentors participating in the Module 02 Mentor Training induction session. It contains information and exercises relevant to performing the role of an in-school mentor.

The Module 02 Mentor Training manual and the EdConnect Australia Volunteer Handbook provide a comprehensive set of resources for EdConnect mentors. Mentors are encouraged to read the Volunteer Handbook prior to commencing a mentoring relationship with a student.

Abbreviations

Throughout this manual the following terms have been abbreviated:

- EdConnect Australia (EdConnect)
- EdConnect Liaison Officer (EdConnect LO)
- School Coordinator (SC)

What to Look For!

This manual contains six sections. Section One contains an introduction to volunteering and mentoring. Section Two is an overview of the EdConnect mentoring program. Section Three introduces the topics of Duty of Care, Confidentiality and Disclosure in relation to EdConnect’s program. Section Four describes the generational characteristics of students currently in schools. Section Five identifies developmental stages mentoring relationships may experience. Section Six offers helpful information mentors will find useful.

Each section contains the following:

- Research based knowledge
- Practical activities
- Quick Check Review (including space for note taking)
SECTION ONE:

Introduction to Volunteering and Youth Mentoring with EdConnect
Section One: Introduction to Volunteering and Youth Mentoring with EdConnect

Section Overview

• Definition of formal volunteering
• Definition and description of Youth Mentoring
• Benefits of youth mentoring
• Overview of the EdConnect Mentoring Program

Learning Outcomes

• Participants will learn the definition of Volunteering.
• Participants will gain an understanding of the definition of youth mentoring.
• Participants will be informed of the benefits of youth mentoring for the mentor, mentee and community.
• Participants will understand how the EdConnect Mentoring Program is structured.

Volunteering in schools can provide you with immense satisfaction and personal rewards.
What is Volunteering?¹

Definition of Volunteering
Volunteering Australia, (2015) formally endorsed the definition and supporting explanatory notes for volunteering to be:

*Volunteering is time willingly given for the common good and without financial gain.*

Volunteering involves a vast array of activities being participated in, within modern Australian society. When volunteering with EdConnect, volunteers are managed and supported. Volunteer roles with EdConnect are clearly structured; as a result, EdConnect volunteering can be defined as: *Formal Volunteering*.

While volunteering is generally undertaken by individuals, it is also important to note that entities can also donate their employee’s time towards volunteering projects.

EdConnect operates according to best practice guidelines and National Standards for volunteering; as set by Volunteering Australia, (Volunteering best practice guidelines and National Standards can be viewed on-line at: www.volunteeringaustralia.org).

Volunteering should not be exploitative, i.e. neither time nor financial, and must not be used to replace paid employment. With regard to EdConnect, this may include roles within schools such as Teachers, Teachers Aides, etc.

This information has been included to re-enforce that EdConnect volunteers bring with them the good-will that underpins community based volunteering. Take some time to think about why you have made the decision to volunteer and what is motivating to be involved with EdConnect.

As you read through this training manual and participate in the activities, refer back to the above definition from time-to-time. Volunteering in schools can provide you with immense satisfaction and personal rewards; however, don’t think it is without its difficulties and challenges. This is why you need to ensure you are participating in this program for the right reasons – for you.

The information contained in this training resource will provide you with the skills and knowledge you require to feel confident working with young people in schools.

---

What is Youth Mentoring?

A Brief History of Mentoring

Mentoring can be traced back to early myths and legends. The word mentor has its origins in Homer’s timeless tale of Odysseus where Ulysses entrusted his faithful friend Mentor with the care and teaching of his son during the difficult Trojan wars. Mentor’s role was to guide the prince’s development to prepare him to be the future ruler of the kingdom.

With societal growth and change, the familial and community structure has changed and as such, changes to extended families and the reduction of close knit communities have resulted in today’s students having limited access to adults. (Arevalo 2004)

Beltman and MacCallum in 2006 demonstrated that the common factor in a student’s ability to be a healthy, emotionally and physically resilient and well adjusted individual is the presence of a caring nurturing adult.

The importance of mentoring continues to grow and research into its benefits show it is a necessity in the lives of students. DuBois, Portillo, Rhodes, Silverthorn & Valentine 2011 (as cited in DuBois & Karcher 2014, p. 528) indicate research findings support the effectiveness of mentoring for improving young peoples’ developmental outcomes across behavioural, social, emotional and academic domains.

Definition of Mentoring

Youth mentoring is defined by the Australian Youth Mentoring Benchmarks, 2011 as “a structured and trusting relationship between a young person and a caring individual who offers guidance, support and encouragement.”

As described above, the practice of mentoring has been in existence for a long time. Mentoring has the basis of a more experienced person (mentor) providing guidance and assistance to a less experienced person (mentee). In general, the mentor will offer the mentee practical support regarding career, emotional and/or social issues. The focus of the relationship is growing and developing the mentee over time and this relationship will change as required.\(^2\)

Mentoring Requires Your Commitment\(^3\)

The importance of committing to a long-term mentoring relationship has been well established by research. Evidence has suggested that a relationship any shorter than 6 months can actually be detrimental to some mentees. Mentors who cannot commit long term to the relationship can reinforce the sense of loss and disappointment already experienced by some mentees in their relationships with adults.

EdConnect recommends and encourages a commitment from mentors for a full school year. We believe this to be in the best interest of the mentee for them to experience the full benefits of the relationship.

Benefits of Mentoring\(^4\)

The many benefits of youth mentoring are experienced by all those involved with youth mentoring programs such as the EdConnect youth mentoring program. These benefits can be classified into three categories:

- Benefits for mentors
- Benefits for the community
- Benefits for young people.

Benefits for Mentors:

As you read the following benefits of youth mentoring for mentors, reflect on why it is you are excited about becoming a youth mentor.

The following benefits have been identified for mentors:

- satisfaction through ‘making a difference’ in the life of a young person
- an opportunity to reflect on their own lives and the impact they have on others
- the chance to learn from young people
- an opportunity to use their skills, talents and experience.

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3 Ibid.
Section One: Introduction to Volunteering and Youth Mentoring with EdConnect

Benefits for the community:
As you read the following benefits for the community from youth mentoring, think about how these may benefit your life or the other people in your community. Even as a mentor, you are still a member of your community, so you will get to share in both personal and community level benefits.

Benefits for the community include:
• increased community connectedness through real relationships
• countering negative youth stereotypes
• developing intergenerational trust between young people and adults
• building community capacity through collaborative partnerships across organisations and groups
• building young people’s confidence, encouraging them to get more involved in their communities.

Benefits for young people:
A well planned and organised formal mentoring program is extremely important for young people. An effective mentoring program can provide the support, advice and guidance that young people require as well as helping in practical ways during important milestone moments in their lives.

Benefits for young people involved in a formal mentoring program include:
• improved relations with family and peers
• better communication skills
• reduced feelings of isolation
• a reduction in risky behavior
• enhanced social and emotional development
• increased opportunities for community involvement
• increased resilience.

There is no greater reward when giving your time than knowing it is benefiting the people you are giving your time to. Sometimes you may not always witness the positive impact you are having on your mentee. Sometimes it may be obvious in a short period of time and sometimes it may not show for many years.

Don’t get disheartened if you don’t see any changes in your mentee straight away because the impact you are having will be experienced in the future and your mentee will appreciate the support you have given them.
Matching Process Overview

Students who are considered at risk or vulnerable are selected for participation in EdConnect’s mentoring program by the School Coordinator, classroom teacher or other education staff because of concerns held about how well they are progressing academically, socially, emotionally or indeed a combination of all three areas.

The student’s teacher completes EdConnect’s Pre-and-Post Observation form (observation form). The observation form assists EdConnect to establish the student’s level of risk. The teacher will also provide EdConnect with student information such as age, gender, interests and ethnicity that will assist in making a suitable match. The observation form is again completed by the teacher later to evaluate improvements students have made during their mentoring relationship.

EdConnect Australia is committed to ensuring that every match is the right match. We will not compromise the success of a relationship just because there are mentors and mentees awaiting a match. The quality of the match is vital.
Section One: Introduction to Volunteering and Youth Mentoring with EdConnect

Selecting and Matching Mentors with Mentees

**Pathway A**
Teacher/SC refer at risk students to EdConnect.
EdConnect recruit mentors to suitably match with students.

**Pathway B**
EdConnect have recruited and screened mentors awaiting a suitable match.
Schools provide EdConnect with a list of students requiring a match with a suitable mentor.

SC and EdConnect LO in partnership establish suitable matches.

Students are briefed about mentoring relationship. Parents/Guardians are informed and consent to participate provided.

Mentor orientated into school by SC.*
Mentor provided with information about mentee.

Mentoring relationship commences. SC and EdConnect LO monitor and support.

* Both Mentor and SC have the opportunity not to continue with the match at this point.
Activity One

Instructions:
Consider the following three questions. Think about what is motivating you to be a mentor and what benefits you are hoping to gain from being an EdConnect mentor. After completing all three questions, discuss your thoughts with the people at your table.

DURATION: 20 MINUTES

1. What motivations are influencing your decision to be a youth mentor?
   
2. What personal benefits are you hoping to gain from your involvement in this program?
   
3. Write down what you expect to gain from today’s induction training?
Section One: Introduction to Volunteering and Youth Mentoring with EdConnect

Quick Check Review

In Section One we have defined youth mentoring, looked at the various benefits of youth mentoring and overviewed the school mentoring program offered by EdConnect. Activity One challenged you to think about your motivation and expectations regarding your commitment to youth mentoring.

In the space below, write down anything from Section One you have learnt that is of interest or you did not previously know about youth mentoring.
SECTION TWO:
Overview of EdConnect Mentoring
Section Overview

• Form and mode of EdConnect Mentoring
• The focus of EdConnect Mentoring
• Model of EdConnect mentoring
• Mentor personal attributes and roles
• Volunteer Code of Conduct
• Mentor and EdConnect responsibilities

Learning Outcomes

• Participants will learn about the form and mode of mentoring EdConnect uses.
• The focus of EdConnect mentoring will be explained.
• Participants will be aware of the model of mentoring EdConnect has adopted.
• Participants will explore the personal attributes of successful mentors.
• Participants will learn about the different roles a mentor can perform.
• The EdConnect Volunteer Code of Conduct will be briefly discussed.
• Both volunteer mentor and EdConnect responsibilities will be identified.

Mentoring is ... part of a holistic approach to supporting young people
EdConnect Mentoring

Form of EdConnect mentoring
There are a number of different forms of mentoring; each have their merits and when used appropriately are very effective. EdConnect uses a formal mentoring form of assistance for students in schools. Formal mentoring (program-based or structured mentoring) is facilitated through a youth mentoring program (EdConnect) and is well planned. Mentoring relationships are initiated, monitored, supported and evaluated by EdConnect to ensure the young person (mentee) gains the maximum benefit from their involvement in the program. Formal mentoring programs also ensure the mentors are managed and have a rewarding experience as well.

Mentoring is and should be a flexible model that can work in conjunction with other support services, such as therapeutic and counselling services and is part of a holistic approach to supporting young people. EdConnect does not intend for our mentors to take on the role of professional support for mentees. We are there to be a sounding board, guiding hand or someone to just talk to in the absence of such a person in the mentee’s life.

You need to consider that mentoring may not be the right program for all young people. You need to go into this journey with this in mind and not try to force this program onto your mentee, or yourself for that matter. If your mentee is unhappy being involved or the relationship is just not working, then it may be beneficial to both you and your mentee that the relationship is concluded. This is where formal programs such as EdConnect can provide support and guidance to mentors in this situation. We will ensure you are not left to deal or manage issues alone. You must speak to your SC or contact your EdConnect LO if you feel the relationship is not working.

Mode and focus of EdConnect mentoring

Mode
Mentoring can be delivered via various modes of delivery. EdConnect has adopted a face-to-face mode of delivery. The relationships are predominately one to one although some mentors are working with small groups. EdConnect functions only in a school setting, on school grounds during school times.
Focus of EdConnect mentoring\textsuperscript{5}

EdConnect focuses on the following two areas of support:
• social and emotional wellbeing
• education, training and employment.

Social and emotional wellbeing
Mentoring assists young people to increase their self-esteem, self-efficacy and resilience by actively supporting their social and emotional wellbeing. There is a focus on improving the young person’s life skills and positive relationships with family and connections with community.

Education, training and employment
Mentoring which assists young people to positively engage in and maintain their participation in education, training and employment. These programs assist young people to develop a vision for their future and provide support so they can achieve their education, training and career goals.

Developmental Mentoring Model
The School Volunteer Program encourages a developmental mentoring model as opposed to prescriptive mentoring. Developmental mentoring focuses on overall support and guidance whilst Prescriptive Mentoring seeks to “fix” the student’s problems.

<table>
<thead>
<tr>
<th>Developmental</th>
<th>Prescriptive</th>
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<tbody>
<tr>
<td>• Asks students what THEY want to do</td>
<td>• Tells them what they have to do</td>
</tr>
<tr>
<td>• Listens more than talks</td>
<td>• Gives advice more than listens</td>
</tr>
<tr>
<td>• Plays games, just hangs out, helps out with school work</td>
<td>• Focus on hard tasks to meet specific goals based on what the mentor thinks the student needs</td>
</tr>
<tr>
<td>• Allows the student to naturally bring up issues and concerns about their lives</td>
<td>• Pushes the student to talk about issues or concerns about their lives</td>
</tr>
<tr>
<td>• Helps to build the student’s own confidence to be successful</td>
<td>• Tries to fix the student’s problems</td>
</tr>
<tr>
<td>• Flexible approach</td>
<td>• Unrealistic expectations</td>
</tr>
</tbody>
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\textsuperscript{5} Ibid, p 9.
The Mentor

Mentors are role models of successful behaviour and as a result what you do may have a greater impression than what you say. Mentors can be young or old with life experiences and knowledge that can assist young people to manage the many obstacles they may face at school or within their family or community. They are people who are non-judgmental and willing to offer support, guidance and encouragement.

As a mentor you must be prepared to let a young person make their own decisions whether you believe they are the right ones or not. In the case of an adolescent, they are at an age where they want to make their own choices and they must be able to. You can offer your guidance based on your experiences but at the end of the day, you need to allow your mentee to grow and develop into the person they want to be.

While not allowing your student to become reliant on you, as a mentor you must ensure you are dependable and that you remain consistent in your approach.

An effective mentor will possess the following personal attributes:
- good listener
- non-judgmental
- patient, tolerant and flexible
- reliable and consistent
- respects others’ values, cultures and viewpoints
- likes young people and cares about their futures
- likes sharing their own knowledge and experience
- can develop and work towards shared goals with a young person
- respects a young person’s right to make choices
- seeks to understand a young person’s struggles
- empathises rather than sympathises
- sees solutions rather than barriers
- is committed and available for the duration of the program.

---

Tracey, an EdConnect student

I know that my mentor cares about me. I know this because Beth makes an effort to come and visit me every week and she helps me to deal with the bullying problems I have. Beth doesn’t only help me with bullying problems; she also supports me with my maths and English speaking.

Some of the activities that my mentor and I have done include drawing, art and craft, reading books and talking about morals. My teacher and my mentor both talk about how to help me, they work together.

I think that all kids who have a problem at school should also have a mentor. This might include problems with maths, English or social problems like bullying. I am now more confident with my English speaking, and because of this I am not as shy as I used to be. My biggest improvement has been in spelling and I now read much harder books.

“"I think that all kids who have a problem at school should also have a mentor.”"
The Role of the Mentor

A mentor is a motivator, companion, confidante, at times coach, resource, role model, negotiator, guide and adviser. A mentor can wear many different hats and play many different roles at any one time. As a result, you must be prepared to listen to your mentee to understand what they are telling you and as your relationship matures you will have a better understanding of their motivations. Remember that silence during a conversation is not a bad thing and may allow either person to collect their thoughts before speaking.

The role of a mentor can include:

- offering support, encouragement, optimism and hope
- offering guidance and realistic advice as requested
- helping with goal setting, suggesting possible courses of action and supporting the young person to make choices
- helping young people to identify their strengths and promote their self-esteem
- being a sounding-board for ideas and problems
- helping young people to develop skills
- offering a consistent, non-judgmental relationship and encouraging the young person into a range of other relationships
- helping the young person deal with any sense of alienation.

We have explored the many roles a mentor can perform but it is just as important to be aware of the roles an EdConnect mentor should not perform.

Mentors are not:

- surrogate parents
- tutor or teacher
- counsellor, psychologist or social worker
- playmates
- saviours
- toyshops or ATM’s.

Ensuring you do not find yourself performing these roles involves setting clear boundaries early in the relationship. Setting boundaries is discussed later in this training manual in Section Five.

---

### Difference between Mentoring and Coaching

Sometimes the difference between mentoring and coaching can be blurred. As a mentor you may wish to teach new skills to your mentee. When do you stop being a mentor and start being a coach? In reality, mentoring can include some of the attributes of coaching, and mentoring can include some of the skills of coaching. Even though the two roles can work in synergy, they are very different in their purpose and approach, therefore must not be confused.

The following table identifies the differences between coaching and mentoring and you will need to determine which skill set you are going to employ for a certain activity.

<table>
<thead>
<tr>
<th>Mentor</th>
<th>Coach</th>
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<td><strong>Focus</strong></td>
<td><strong>Focus on Performance</strong></td>
</tr>
<tr>
<td><strong>Role</strong></td>
<td><strong>To achieve the set goal</strong></td>
</tr>
<tr>
<td><strong>Emphasis</strong></td>
<td><strong>Emphasis is on the achievement and performance</strong></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>Emphasis is on the individual learning about themselves</strong></td>
</tr>
<tr>
<td>Passes on life skills</td>
<td>Teaches skills for the specific goal being reached</td>
</tr>
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Code of Conduct and Responsibilities

Code of Conduct

All volunteers with EdConnect are required to work in accordance with The EdConnect Volunteer’s Code of Conduct. This document outlines EdConnect’s behavioural expectations of its volunteers, while they are performing their volunteering roles.

It is a requirement for all volunteers to read and sign the Code of Conduct before commencing their volunteering role.

In instances where a breach of the Code of Conduct has been reported to, or identified by, EdConnect or School Staff, EdConnect will make every effort to determine the root cause of the situation and work with all parties to rectify any issues. Volunteers must be reminded though that major breaches or continual breaches of the Code of Conduct may result in their termination from the program. In instances where this may occur, the EdConnect Termination Policy will be followed, (Refer to the EdConnect Volunteer Handbook, section “Termination of the Relationship”).

If a volunteer has any concerns regarding the information contained within the Code of Conduct, we recommend they speak with their EdConnect LO for clarification.

Volunteer Mentor Responsibilities

The following list of responsibilities has been adapted from best practice as determined by Volunteering WA. Volunteers need to have a clear understanding of their responsibilities. The following responsibilities are aligned with the Code of Conduct and Volunteer Mentor Job Description.

As a volunteer you have the responsibility to:

• be dependable (if unable to attend please give adequate notice to the school)
• ensure that confidential information is respected and treated appropriately
• report any incidents of concern to School Coordinator and EdConnect
• report any accident to the School Coordinator in the first instance or to EdConnect
• respect the rights, privacy and dignity of students, teachers and fellow volunteers
• deal fairly and impartially with all students you assist
• employ necessary precautions to ensure the safety of both volunteers and students
• sign the school attendance book before collecting student from class
• ensure you wear your EdConnect identification lanyard when mentoring
• ensure your EdConnect identification badges are worn while at school
• make School Coordinator aware of any conflict of interest e.g. you have a pre-existing relationship with your matched student or their family
• be aware of and follow relevant school policies and procedures
• complete EdConnect evaluations and exit surveys as required.

EdConnect Responsibilities
EdConnect also has responsibilities as the organisation managing the formal mentoring program. EdConnect responsibilities are listed below.

EdConnect Australia has the responsibility to:
• empower volunteers to meet their own and the school’s needs
• plan and facilitate induction workshops for volunteers
• offer volunteers opportunities appropriate to their skills, experience and aspirations
• provide volunteers with clear aims, guidelines and training
• implement procedures to ensure volunteer safety and well being
• ensure volunteers understand and work within the guidelines of their schools
• recognise volunteers as valued team members, with opportunities to participate in relevant decisions
• provide mechanisms to acknowledge the value of contributions made by volunteers.

As you can see from the above responsibilities, the success and sustainability of the EdConnect mentoring program requires a close working partnership between EdConnect and our volunteers. EdConnect will endeavour to assist each volunteer to conduct themselves accordingly within the guidelines of the Code of Conduct.
Activity Two

Instructions:
This activity is to start you thinking about your interests and the skills you bring to mentoring. It will start you thinking about the activities you can do with your mentee.

Using the paper provided, create a mind map of your interests and skills. Start by drawing a picture of yourself in the middle of the page. Draw two thought bubbles off to the sides of your head. One bubble will contain the words 'Interests' and the other 'Skills'.

DURATION: 20 MINUTES

1. Think about all the skills you possess, regardless of what they are or their purpose in your life. Draw bubbles leading off from the original skills bubble for each skill you can think of.

2. Once you have thought of all the skills you possess do the same activity for your interests.

We will revisit this activity later in the training session as part of an activity designed to get you think of possible activities you can do with your mentee.
Section Two: Overview of SVP Mentoring

Quick Check Review

Section Two has covered the form, mode and focus of EdConnect mentoring. The model of mentoring used by EdConnect has been discussed as well. You have been reminded of the importance of adhering to the EdConnect Volunteer Code of Conduct and the responsibilities of both EdConnect and the mentor. Section Two will also have prompted you to start thinking about your personal attributes as a mentor and how these can relate to your role as a youth mentor.

In the space below, write down anything from Section Two you have learnt that is of interest or you did not previously know about youth mentoring.
SECTION THREE:

Safeguarding Children
Section Overview

Introduction to:
- Duty of care
- Confidentiality
- Disclosure

Learning Outcomes

- Participants will understand the concepts of duty of care, confidentiality and disclosure in relation to their obligations as a volunteer mentor.

The process of establishing and maintaining trust is an important aspect of the relationship.
Section Three introduces the topics of **Duty of Care**, **Confidentiality** and **Disclosure** of information. These are important challenges to be aware of as they can influence the process of establishing trust and maintaining the safety of both the mentor and mentee.

When working with young people in schools, you cannot avoid knowing about and appreciating the importance of these topics. You are working closely with another person’s child, so you must understand how these topics relate to your role as an in-school youth mentor.

These three topics cross over in many ways and as such, you can’t think of them as completely separate.

**Duty of Care**

Duty of care is a general legal responsibility of all individuals and organisations to avoid carelessly causing injury or harm to others. It requires everything ‘reasonably practicable’ to be done to protect the health and safety of others.

The law requires you to take reasonable precautions against a risk of harm to a student in the undertaking of your volunteer duties. Harm includes physical, emotional and psychological factors.

A duty of care exists where there is a relationship between two people. Once the student is with the volunteer, the volunteer has a duty of care for that student, although the school retains the ultimate duty of care.

The level of care you provide should take into account your student’s:
- age, experience and capabilities
- physical and or intellectual impairments
- medical conditions and allergies
- behavioural characteristics
- nature of the activity
- nature of the environment.

A general rule of thumb if you are planning on conducting an activity with your mentee is to ensure the area you will conduct the activity in is appropriate for that activity and clear of any obstacles which could cause harm. Ensure any equipment used is safe and appropriate and what you are teaching them is appropriate for their age and skill level.
Ask the mentee if they have played or done the activity before and ensure your instruction and choice of skills are aimed at their developmental stage. Don’t assume because of their age their skills at are a certain level.

If you are unsure about the risk involved in an activity, ask your School Coordinator for advice or assistance before you start planning the activity.

In some instances, duty of care and confidentiality can blur a little. You have a duty of care to your mentee when with them to keep them safe. What if they tell you something regarding their welfare which leads you to think that they may be at risk of harm? This is when you must consider disclosing the information if you have any concerns for their welfare. How you approach such a situation is covered in the next sections on confidentiality and disclosure.

**Confidentiality**

Whilst we encourage our volunteers to talk about our program in general terms, a volunteer must not discuss their sessions with the general community or within the school environment, particularly to parents of children in the school. At no stage should the name of the student, or identifying information be given out, other than to the School Coordinator or your EdConnect LO.

It is imperative that information discussed during sessions remains confidential; otherwise you will lose the trust of your mentee and be in breach of your agreement under the terms and conditions outlined in the Volunteers Code of Conduct, as well as potentially being in breach of privacy laws.

It is important your mentee can share their problems with you as it helps to build trust and respect as well as encouraging young people to be honest and open in their communication. As such, small confidences or delicate information can be shared between you and the students. You do not need to inform the School Coordinator of what is discussed, if you feel the information is harmless in nature.

It is important to understand that even though mentors are bound by confidentiality, mentees should still be able to talk about what has been discussed or done during their sessions with a parent/guardian or teacher.
Delicate Information
Delicate information involves the student wanting to discuss topics such as sex, peer pressure, hygiene, behaviour, school performance, self image, financial situations, and cultural or sexual identity. Although at times these topics are difficult for the mentor to discuss, they are usually generated by the student and as such, confidentiality is very important and in most cases disclosure is not required.

If your mentee tells you something that makes you concerned for their welfare, you may need to disclose this information to the School Coordinator and your EdConnect LO. This type of information and the process to follow is addressed in the following information on when to disclose information.

According to the Mentoring Worx (2014) on-line publication “Minding the Match” there are two key challenges relating to confidentiality:
• avoiding accidental or ‘unconscious’ disclosure of information
• knowing when to make a conscious decision to share information.

Avoiding accidental disclosure of information can be managed by just ensuring your face-to-face conversations with your mentee are not overheard by any other person and that you only speak about details regarding your mentoring with your School Coordinator or EdConnect LO. Also, ensuring these conversations are not overheard by any other person is important.

Knowing when to make a conscious decision to share information can be a difficult thing to do. There are some clear guidelines to help you understand what you are required to do, which will help make you feel comfortable about your decision to disclose information if you find yourself in this position.

Section Three: Safeguarding Children
When to Disclose Information

As mentioned above, mentees may wish to discuss *delicate information*, which generally will not need to be disclosed.

**Issues of concern** may have significant implications in the student’s life and as such they do need to be disclosed. Issues of concern can include but are not limited to: drug and alcohol use, illegal activity, unsafe sexual practices, and bullying.

It is important to remember that the severity of these issues is often related to the age of the student. What may be acceptable but somewhat delicate topic for a teenager may be an area of concern if it involves a primary student. You need to consider the context of the information when determining whether or not to disclose. If you are at all worried for the student, then contact your SC or EdConnect LO for advice.

As a mentor, students may divulge personal and private information to you. If the information you receive is regarding the welfare of the student and you **form the belief** there are **reasonable grounds** for you to feel they may be at **risk of harm**, you **must disclose** the information to the **School Coordinator** first and then your **EdConnect LO**, as soon as practicable after you have formed a suspicion of potential harm, abuse or neglect.

If your School Coordinator is not available, then speak with the School Deputy Principal or School Principal and if your EdConnect LO is not available inform the EdConnect CEO. Your disclosure should not be discussed with any other person outside the EdConnect mentoring program. **This is critical.**

Under the following circumstances, you can and **must** disclose this information:

- **If the student is at risk of harming themselves or others**
- **The student reports that he or she is being abused**
- **If the student gives you permission (to disclose any other information)**

It is important to understand EdConnect has decided to take the role of a **Mandated Reporter**. EdConnect is not required by law to report potential abuses, nor are our volunteers. However, given the relationship volunteers have with students, we feel there is a moral obligation to protect the children.
Section Three: Safeguarding Children

Forming a Belief

Forming a belief means that you are more likely, rather than less likely, to believe there is a significant harm for the child or young person. A disclosure of information should be made despite any gaps in the information available at the time. The reporter does not have to prove significant abuse and neglect but needs to be able to describe the “reasonable grounds” for their belief about the child/young person being at “risk of harm” and in need of protection.

The following information identifies factors which constitute both reasonable grounds and risk of harm.

Reasonable Grounds

Reasonable grounds are likely to exist when:

• a child states that they have been abused or neglected
• a child states that they know someone who has been abused or neglected (sometimes the child may be talking about themselves)
• a relative, friend, acquaintance or sibling of the child states that the child has been abused or neglected
• signs of abuse and neglect lead to the belief that the child has been abused or neglected.

Risk of Harm

“Risk of harm” means you have current concerns about the safety, welfare and wellbeing of a child or young person for any of the following reasons:

• the child or young person’s basic physical or psychological needs are not met or are at risk of not being met (neglect)
• the parents/caregivers have not arranged necessary medical care for the child or young person, and are either unable or unwilling to do so
• the child or young person has been, or is, at risk of being abused or neglected
• the child or young person is living in a household where there have been incidents of domestic violence, and as a consequence, is at risk of serious harm
• a person has behaved in such a way towards the child or young person that they have suffered, or are at risk of suffering, serious harm; and/or a child or young person is homeless and at risk of harm.
**Section Three: Safeguarding Children**

**Tips to assist managing disclosure:**

- Include disclosure in your discussion of relationship boundaries early with your mentee. Setting boundaries is explained in Section Five.

- Let your mentee know at the time, that you would like to talk with the School Coordinator about what they have told you. This will help to maintain trust within the relationship.

- Ask your mentee if they would like to speak to the School Coordinator about the information they have told you. You can mention that you care about them and that you will accompany them for support. If this occurs, do not be involved in the conversation between the School Coordinator and student. This may be regarding topics such as bullying, drugs and alcohol or illegal activity.

- If your mentee does not want to speak with the School Coordinator and you feel the information is of a concerning nature, let them know you would like to speak with the School Coordinator. You can remind your mentee that you are required under your obligations as a mentor to disclose information to the School Coordinator if you are concerned for their welfare. You feel it is in their best interest to discuss the issue with the School Coordinator who may be able to access appropriate support.

- When returning to your sessions after a disclosure has been made, try to continue the relationship as normal as possible. If your mentee wants to talk about the disclosure, listen to them and acknowledge how they are feeling.

Once you have disclosed information to the School Coordinator, they will determine what course of action is necessary and advise you of any further actions required. Remember, they are the mandated reporter.
Section Three: Safeguarding Children

After Disclosing Information

When acting in good faith, if you determine there is a requirement to disclose information be confident that you are acting in the best interest of the child.

This topic is of an unpleasant nature, however it is extremely important and you must be aware that you are part of a large program which has the experience, capacity and resources to manage these types of situations.

The requirement to disclose information may never occur, however you must understand your role if it does. Once you disclose the information that has concerned you to the School Coordinator, you then leave the resulting actions to the school and any further involvement from you will be upon request. We request you also inform your EdConnect LO that you have disclosed information to the School Coordinator as we can then provide additional support to you as required.

The school will then determine if the information you have disclosed requires reporting to the Department of Communities – Child Protection and Family Support, in which case, as a mandated reporter, they will assume responsibility for doing this; not you.

You must do your best to not let the situation influence your future sessions with the student. Your sessions need to continue as normal to maintain consistency which is in the best interest of the student.

“We talk together, she listens to me. My mentor makes me feel special and tells me things I have to say are important.”

CHLOE, PRIMARY SCHOOL STUDENT
“One significant adult in a child’s life can make a significant difference. In many cases the mentor is that one significant adult.”

Fran Fallows – School Coordinator
Activity Three

Instructions:
Participants are to work in groups discussing each of the following three scenarios below. Each group will have the opportunity to present their main points of discussion to the class before moving to the next scenario.

These scenarios require you to consider Duty of Care, Confidentiality and Disclosure. Discuss how you would manage each scenario taking into consideration the following:

1. What is the duty of care owed to the mentee by the mentor?
2. Where appropriate, after considering whether there are reasonable grounds the student is at risk of harm, would you disclose this information to the School Coordinator?

Use the space below each scenario to summarise your group discussion.

Duration: 30 minutes
Scenario One:
Your mentee has not seemed her usual self for the past few weeks and you ask if everything is alright. She tells you her family was forced to move out of the house they were renting because the rent was put up and mum and dad couldn’t afford it. They have been living out of the car while looking for a new house to rent. She tells you they have sleeping bags plus blankets in the car, an esky and a camping stove to cook meals. She tells you they have been using the local recreation centre change rooms to shower. Mum has been taking their clothes to a Laundromat each week. During the conversation she explains that mum and dad have told her it is like camping and they will hopefully have a house soon but she’s not so sure.
Scenario Two:
You are mentoring a 16 year old boy who has come to your session this week with a black eye. A few weeks ago he had a fat lip and when you asked about it he seemed a bit cagey and said it was from a fight with his brother and nothing to worry about. This latest injury makes you think back to a number of occasions in the past when he had bruises and cuts but each time he told you it was from football training and you had no other reasons not to believe him.

You ask about his eye because it looks pretty nasty, however this time he gets quite emotional and tells you that Mum and Dad drink pretty heavy and more often than not, it ends in Dad hitting Mum. He tells you that when it gets out of control he tries to step in to help Mum but Dad turns on him and gives him a flogging. He says Dad tells him he’ll cop a real flogging if he tells anyone, as it’s none of their business.
Scenario Three
You are at a BBQ on the weekend at a friend’s house. There are people there you know quite well, as well as a number of families you don’t know. Your friend tells you that some of the people are the families of his children’s school friends and some are people he is friends with from the local community, work and other social groups. You start speaking with someone you do not know. They mention that they have seen you up at their children’s school and ask if you are a teacher there. You reply by telling them you are a mentor. They seem interested and ask you about your role and who you are mentoring and what types of things do you do with your student. How would you manage this conversation with regard to confidentiality?
Section Three: Safeguarding Children

Quick Check Review

Section Three introduced the topics of Duty of Care, Confidentiality and Disclosure of Information to the School Coordinator. Remember, if you are at all concerned for the mentee’s welfare or unsure about how to manage information discussed with you by your mentee, you must discuss it with the School Coordinator or your EdConnect LO and let the mentee know you feel you need to do this.

In the space below, write down anything from Section Three you have learnt that is of interest or you did not previously know about youth mentoring.
I work with two students, on a one-one basis with one student, *Ross, we read, practice the various aspects of English, we work on his vocabulary, we have conversations to stimulate the “I have, he has” (sentences) and we make games to make it fun. He is an interesting little fellow – trying really hard and looking for the cues - he tries to please but he waits for you to prompt him so we have developed games to avoid him looking for those cues and prompts.

With my other student, *Jade, with the principals’ permission we have been making a quilt together - the Lions Club has chipped in funds to cover materials and she wrote a poem earlier in the year with powerful words and traumatic experiences from her life in Sierra Leone, and one thing came up in one class about making a quilt out of grandmother’s dress fabric and the kids didn’t really know what a quilt was about so I brought a couple of resources in and a book and one thing lead to another.

It’s been a lovely way to engage with her and she has learnt a bit about herself doing it. We have conversations about dreams and goals – what are the ten things that are important to know about dreams and goals – has been very productive. I have seen Jade’s confidence grow considerably, and seen a change in Ross’s English skills. The various kids I’ve had have been in a class and see me come and go, sometimes if Jade is late to school I work with other kids in her class, I hear the “hello miss” “Hi miss” – it’s nice to hear them acknowledge me.

* Actual names of students have not been used.
SECTION FOUR:
The Mentee
Section Overview

• Students of Today and Tomorrow
• Generation Z
• Being an Adolescent

Learning Outcomes

• Participants will gain a general understanding of the generations currently moving through the school system.
• Participants will gain a general understanding of the next generation of students commencing school over the coming years.
• Participants will gain a greater understanding of Generation Z and the characteristics current research is identifying for this young generation.
• Common issues adolescents are experiencing will be identified.

“Our children are growing up in a world that is vastly different from the one in which we were raised. Economically, politically, socially, culturally, and technologically, the world that we live in hardly resembles the world of just a few decades ago.”

(Taylor, 2015)
Students of Today and Tomorrow

Leading Australian demographer and social commentator Mark McCrindle has identified the following emerging characteristics for Generations Z and Alpha:

**Generation Alpha**

People born from 2010 onwards and currently aged 4 years of age and onwards. They are also referred to as ‘Generation A’.

Generation Alpha, will come of age in a time of an unprecedented ageing population profile, rising costs, emerging global challenges and the biggest intergenerational transfer of wealth and leadership succession ever seen.

Some basic predictions about Generation Alpha include:

- Grandparents largely are younger Baby Boomers (born 1946–1964).
- By the time the oldest are 10 (2020), there will be more 65-year-olds than 1 year olds in Australia.
- 90 per cent of Generation Alpha will complete year 12, compared with 75 per cent of today’s students.
- Precious generation, prized and protected by their parents and grandparents, as the population pyramid becomes increasingly rectangular.
- Born into a world of iPhones, You Tube and Instagram. The word of the year in 2010, when they were born, was “app”.
- In this environment they are more influenced by the visual and video than the written and verbal.
- They will have 17 jobs over five different careers and 15 homes in a lifetime.

It’s a world of Screenagers, where not only do they multi-screen and multi-task, but where glass has become the new medium for content dissemination and unlike the medium of paper, it is a kinaesthetic, visual, interactive, connective and portable format.
**Generation Z**

People born from 1995 to the end of 2009 and currently aged between 5 and 19 years of age. Generation Z, are also referred to as the ‘silent generation’, ‘iGeneration’, ‘generation quiet’ and ‘net generation’.

Some basic information about Generation Z includes:

- They make up nearly 18 per cent of the world’s population.
- Are typically the children of Generation X (born 1965–1979), however their parents also include younger Baby Boomers (1946–1964) and the older members of Generation Y (born 1980–1994).
- Are ‘digital natives’. Much of their communication takes place on mobile platforms and the internet and their verbal communication styles may differ considerably from previous generations.
- Can be impatient as they are used to instant action and satisfaction due to digital technology.
- 96 per cent of Generation Z households have internet.

**Understanding Generation Z**

This section has been included in Module 02 Mentor Training as the children mentors will be predominantly working with are from Generation Z. Obviously, not all children conform to generalisations regarding which generation they were born into, however the following information has been included to highlight some of the main characteristics researchers have currently identified for Generation Z. Knowing these may assist you when communicating and planning activities with your mentee.

The following information has been sourced from leading social researcher and demographer Michael McQueen.
1. Tech Savvy
Gen Zs have grown up in a world where interacting with technology has been a normal everyday occurrence. The rate of change and the fast pace at which life is lived in the world they have only known for a relative short time has been unprecedented, as a result; instant gratification is the norm. Gen Zs are exposed to technology early in life and grow up with mobile devices and internet connectivity as an expectation. They are quick to adopt and learn new technologies and as a result, life has become quite sedentary and indoors for a number of these children.

If technology is not your strength, you could try to do an activity with your mentee they may not have seen or done before. This could involve playing with toys or board games or a skill they may not know.

2. Premature Maturity
Gen Zs are exposed to more, experience more, and experiment more at a younger age than previous generations. On average, children are starting to go through puberty one to two years earlier than previous generations.

A result of maturing earlier has been the increase in children being concerned about issues such as body image, that traditionally would have been the concern of adolescents rather than pre-teens. This is being observed in both boys and girls and can result in things like self-esteem problems.

As a mentor, you have the opportunity to make children understand they are normal and offer them a space where they can be themselves free of judgement, a ‘safe haven’.

3. Pampered
Family units are becoming smaller with families having less children, on average, than previous generations. As a result of being part of a smaller family, Gen Zs are seemingly the beneficiaries of more attention, affection and money. The by-product of this can be they are less likely to understand the virtues of compromise and sharing.

This may make all Gen Z children sound selfish and lacking basic social skills, however this is certainly not the case. Having said this, Gen Z children will still benefit from and enjoy the guidance, caring and focused relationship a mentor can offer.
4. Empowered
Gen Zs are a generation that have grown up in a world where information and knowledge is more accessible than ever before. The era when children were seen but not heard seems to now be in the past. Parents are allowing their children to have more choice and children are more aware of their rights, and encouraged to exercise their rights, than previous generations ever would have been.

As a result of this empowerment, the children you mentor may be strong willed and not afraid to speak their mind or tell you exactly how they feel. You need to understand the background behind this characteristic and not feel disrespected by them as that will generally not be their intention. It is just the way they are. Use this to your advantage by engaging them in the activities you do together and listening to their feedback. They will have lots to say and their contribution is valuable and important.

5. Risk Averse
Previous generations were the product of what could be termed ‘free-range parenting’. Children were allowed to explore their environment, take risks and learn through making mistakes and having accidents. Gen Z however, has grown up in a world where taking risk has become unacceptable and in the event an accident occurs, someone else must be to blame.

Taking risks and not succeeding can be seen as failure, dangerous and resulting in a negative experience, therefore; is better being avoided. This can present opportunities for mentors to teach mentees about controlling risks and not letting the fear of failure prevent them from trying new things. Mentors can play sports with mentees, which they haven’t played before or teach them new skills so they learn success can be achieved as a result of practice and determination.

6. Protected
There seems to be a trend for Gen Z children to be raised by parents who are trying to overly protect them from life’s ups-and-downs. This is in stark contrast to the childhoods of their parents, who are largely Gen X, where they were afforded unprecedented levels of freedom.

Parents are going to great lengths to protect their children not only from harm but also from experiencing negative emotions such as disappointment or the not so positive consequences of their actions. The modern version of ‘pass the parcel’ involves every child receiving a prize and parents will make
sure if a child who has already opened the parcel has another turn, the parcel is passed to a child who has yet to have a go.

Could this level of protection be detrimental to the development of their character and resilience? Only time will tell.

As a mentor, you may experience some of these characteristics during the activities you do with your mentee. This may present opportunities to help your mentee understand that negative emotions such as feelings of disappointment, loss or not always winning are normal. You have the opportunity to help them learn how to grow from their experiences and become better at handling negative emotions. This is an important component of being resilient.

**In Summary**

It must be remembered that Gen Z is still very young and as such, the above information is what the research is currently indicating. No doubt this will change as this group of children grow and find their place in tomorrow’s world. As mentors, you have the opportunity to help them navigate through life’s challenges and provide guidance as required but most importantly, be there as a person who will listen to their concerns and be non-judgmental.

Gen Z has a lot to offer and early signs indicate they are a very switched-on group who are comfortable with technology, environmentally aware and extremely confident. Try to be positive regarding the world they are growing up in as well as optimistic about their future prospects and opportunities.
Being an Adolescent

Young people face challenges that relate to the ‘developmental task’ of adolescence which revolve around identity, independence, love, sex and money. Not all adolescents have the ability or resilience to manage these challenges constructively and some may struggle with the transition into young adulthood.

As a mentor you have the opportunity to build caring and long term relationships with mentees. You may find that your mentee is experiencing difficulty with any of the following challenges and just having someone they trust outside of the family unit to talk to can be a very positive influence for them. Do not underestimate the experience you have and the knowledge you can share about growing up.

If your mentee discusses topics you feel are beyond your capacity to provide assistance, ask for help from your SC or EdConnect LO. Your mentee may need to be referred to an expert. Noticing this and making the first step to getting them the professional assistance they require may be the best support you can provide them.

Family issues
Adolescence is a time when young people start to break away from family and explore their independence. Issues can arise when a young person has a complicated family situation, which makes this process more difficult. Various family situations which can be the cause of issues can include: single parents, parents with little disposable income, parents with drug and alcohol or mental health issues, and siblings with disabilities.

Alcohol and substance misuse
Adolescents tend to be risk takers and at the same time can be more susceptible to peer pressure. These factors can combine to make them vulnerable to binge drinking and the misuse of alcohol and other drugs. This behaviour can have a significant impact on physical and mental development.

Difficult behaviour
What is seen as socially unacceptable behaviour is often on public display during adolescence. Some of this behaviour is a way of separating from parents, some is a way of challenging parental and societal values and some can be misplaced anger.

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Sex and sexuality
Adolescence is a time when young people feel the need to be loved as well as being the centre of attention. This is combined with sexual maturation and high levels of hormone production. Adolescents can be concerned with their sexual identity and orientation.

Mental health
Adolescents can be susceptible to depression and suicide. The gap between male and female fatalities as a result of suicide is not significant. Causes of depression can include high levels of stress, the break up with a boyfriend or girlfriend, unwanted pregnancy and family instability and unhappiness.

Health and body image
Body image issues can affect both boys and girls during adolescence. Eating disorders, such as anorexia nervosa, thinness through starvation and bulimia, binge and purge sequence, or obsession with body building can have serious consequences.

Cultural issues
Today’s modern society is a rich tapestry of cultures and different religious beliefs. These differences create a range of experiences but also they can result in misunderstandings through assumptions about the way things ‘should’ be done. A young person trying to assimilate into a new culture can be the cause of increase conflict within the family regarding what is acceptable in their culture.

Social media and digital technology
Mobile phones, internet and constantly evolving new technologies mean young people are constantly connected to friends and family as well as possibly complete strangers. These technologies have influenced the way young people engage and communicate with each other. A concerning side of this technology is the possible exposure to dangerous practices such as cyber-bullying.

Coping with peer pressure and influence
On occasion young people can be involved in potentially dangerous behaviour and activities because their friends think it’s a good idea. Young people accept that peer pressure can be an influence on their behaviour and as a result they like exploring strategies to deal with it.
Activity Four

Instructions:
Think back to when you were growing up. List five positive things about what life was like for you growing up. You can include things such as technology changes, societal influences, what you did in your play time, how life was conducted, political influences of the time etc.

Duration: 20 minutes

1. 

2. 

3. 

4. 

5. 

Now think about life for today’s youngsters growing up. List five positive things about what life is like for children of today growing up. You can use the same influences you used in the previous question or consider modern influences such as environmental impacts, technology, opportunities for play etc.

1. 

2. 

3. 

4. 

5. 

Compare the two lists above and highlight any similarities between the two. You should be able to see that even though life has changed in so many ways and society has evolved in such a short amount of time, there are still some fundamental similarities between your childhood and that of today’s children. You need to be a positive influence on the children you mentor and there is a lot to be positive about.
Section Four: The Mentee

Quick Check Review

Section Four introduced you to the current generations moving through the school system. Generation Z was explored in more detail, as these will predominantly be the mentees. Finally, some of the issues affecting adolescence today were identified and briefly discussed. These will be of particular interest for those preparing to mentor this age group.

In the space below, write down anything from Section Four you have learnt that is of interest or you did not previously know about youth mentoring.
“Mentors come from all walks of life and they all offer something special.”

Rory Percival
School Coordinator & Chaplain
SECTION FIVE:

The Relationship Journey
Section Overview

The four stages of the mentoring relationship will be identified.
- Stage 1 includes initial meeting strategies, managing expectations, boundary setting and establishing trust.
- Stage 2 includes strategies for managing challenging behavior.
- Stage 3 includes resilience and activities to do with mentees.
- Stage 4 includes the importance of properly concluding the relationship.

Learning Outcomes

- Participants will understand the four stages of the relationship journey.
- Participants will learn initial meeting strategies and methods of managing expectations of themselves and the program.
- Participants will understand the importance of setting relationship boundaries.
- Participants will learn the importance of establishing trust with their mentee.
- Participants will learn how to manage challenging behaviours.
- Participants will understand the concept of resilience.
- A range of activities mentors can do with their mentee will be identified.
- Participants will learn the importance of properly concluding the relationship with their mentee.

The relationship is the most important factor, and any relationship takes time to develop.
The Four Stage Relationship Journey

The following framework of a mentoring relationship is a guide only. Every relationship will be different and evolve in different ways. The stages identified in this section can shift and move around as the relationship changes. By understanding that stages exist in a relationship, you will be able to notice signs which indicate things may be changing or evolving.

**STAGE 1**

**Beginning of the match**

**CHARACTERISTICS**
- Getting to know each other
- First impressions
- Looking for positives in relationship
- Bonding

**STAGE 2**

**Challenging and Testing**

**CHARACTERISTICS**
- Young person challenges mentor
- Testing phase
- Rethinking first impressions
- Difficult emotions may surface
- May occur at different stages of the relationship

**STAGE 3**

**‘Real’ Mentoring**

**CHARACTERISTICS**
- Relationship begins feeling right again
- Trust is established
- Growth in young person can be observed
- A ‘deeper’ bond and connection is formed

**STAGE 4**

**Ending**

**CHARACTERISTICS**
- Preparing for closure
- Relationship may become deeper or the young person may pull away
- Reflection
Stage 1 – Beginning of the Match

The beginning of any new mentoring relationship can often feel awkward. The first few months are spent getting to know each other, discovering what interests you have in common and what your student’s expectations are. The beginning of the relationship also presents a great opportunity to set down relationship boundaries and just spend time bonding with each other.

During this stage when first impressions count, be honest and use open body language, demonstrate empathy and be aware that silence is ok. Give your mentee time to adjust to being with you.

Initial Meeting Strategies

It is important to understand your relationship needs time to develop and not to put pressure on yourself to create a bond straight away. Let the relationship grow and let time be your friend. The following initial meeting strategies will assist you and your mentee to feel comfortable and start the relationship off well.

- Make eye contact and address the young person directly when you first meet.
- Shake their hand if you (and they) are comfortable with this.
- Only hold eye contact if they are comfortable doing this.
- Endeavour to be yourself by being genuine.
- Smile and be friendly but don’t be too confident.
- Ask open-ended questions without quizzing them and tell a bit about yourself. An icebreaker could be to ask them what they do in their spare time.
- Nod and encourage their answers.
- Present yourself as a regular person with flaws and weaknesses rather than a perfect role model.
- Be realistic about mentoring; ‘We’ll see how it goes for both of us’, rather than ‘We’re together for a year’.
Initial Meeting Strategies – Icebreakers

The use of an icebreaker can be an effective method of getting to know somebody new. Icebreakers are relaxed and fun activities which allow people to tell each other a bit about themselves.

A good icebreaker activity will help establish rapport in ways that weeks of serious conversation may never achieve. Kids will pay more attention to people they are having fun with. This is one of the reasons that peer groups are so important to young people.

Once you have built a relationship built on fun, shared experience and a bit of mutual understanding you will be more likely to have a positive influence when it comes time for those serious conversations.

An example of an icebreaker activity is the popular ‘Favourites Game’. Both mentor and mentee share their ‘favourites’ in any number of categories, starting with some that are easy for any child to relate to: toys, food, animals. Both write down their answers first. After sharing a few, they take turns in generating new categories and then they wind up the game by calling out their ‘least favourites’ in a few of the categories.

If you decide to use the ‘Favourites Game’ icebreaker, consider the following:

- The mentor accepts that their responsibility as the adult in the relationship to take the lead in creating a comfortable social situation. Mentors come prepared with a suitable framework to help make that happen, but they do not do all the work. Both have to be taking part for the game to work. This is a useful pattern to model from the very start of the mentoring relationship.
- The writing part of the game is important.
  - It slows the start of the game down, giving time for consideration.
  - It provides a record of ‘favourites’ that you can return to later in the session or in future weeks, providing starting-off points for future conversations. (‘I remember you told me at our first session that your favourite place was XXXX. Have you been back there recently? What is it that makes it so special?’).
  - It gives you an insight into the literacy skill level of the child.
- At each point where there is something new, the mentor asks the mentee if they are OK with it. This demonstrates respect on the part of the mentor and provides the mentee with some degree of control or ‘agency’ in the relationship.
- The game itself reinforces this mentee control by sharing the choice of categories. (Note: the mentor should also have some extra ones stored up in case it proves difficult for the mentee to come up with new categories.)
The mentor uses simple questions to encourage the mentee to elaborate a little and also provides a little bit of personal information that may interest the mentee (e.g. having a son or growing up on a farm).

This game is not the time to stop and have a conversation about things that come up. A quick game is a good game! However, the mentor and the mentee will both have a set of ready-made topics to return to in future.

The mentor can also find opportunities to provide ‘learning moments’.

The latter part of the game where you revisit categories to say which you like least (or hate most) is typically most fun, but it also carries some risk. Best to skim quickly over just some of the categories, leaving out ones such as ‘People’ or ‘Memories’.

**Managing Expectations**

A mentor’s commitment should not alter depending on the student’s attitude and behaviour. Often the frustrating and sometimes testing nature of many mentoring relationships is a result of the issues at the heart of why the student requires mentoring. If the mentor believes in the student’s potential, rather than seeing them as the sum of their issues, they are more likely to turn testing moments into opportunities for relationship building. They will also be less likely to have unrealistic expectations. Unrealistic expectations are a barrier to successful relationships.

You will have expectations of your journey as a youth mentor, as identified in Activity One. These might include believing you know what issues and problems today’s youth are experiencing, thinking you have all the answers or feeling every session will be either easy or testing. You don’t and it won’t!

It is natural to be nervous or even anxious when embarking on a new challenge. The following tips on managing your expectations may be helpful:

- Be aware of your own expectations and ask yourself if they are realistic or unrealistic.
- Try to focus on building a relationship with your student; it is the key to success. Accept them, not discipline them.
- It’s ok and normal to question your abilities. Talk to the SC or EdConnect LO and network with other mentors if needed. It doesn’t indicate a failure on your behalf.
- Most students have been abandoned and betrayed. They may be hesitant at first, and they will test you so be prepared for it and give it time. Change occurs slowly.
Go into this journey with an open mind and no preconceptions of what the outcomes may be. As mentioned previously, the focus of Developmental Mentoring is encouragement and supporting the mentee. The relationship is the most important factor, and any relationship takes time to develop. Don’t place pressure on yourself to see quick results as you will most likely be disappointed.

Let the relationship naturally grow and trust your gut feelings as to how it is progressing. You will be matched with someone who has similar interests and requires the support you want to provide. You need to remember that if the relationship is not working and your gut feeling, after some perseverance, is that you are just not clicking, be honest with the mentee about your feelings. Ask them how they feel the relationship is going. You may be surprised that they do not share your misgivings.

If it is definitely not working then speak with the SC or EdConnect LO as soon as you can. It is better to conclude a relationship which is not working earlier than later. This is not a failure; sometimes not everyone is compatible, as you will know with your life experiences of meeting people.

Boundary Setting
All relationships include boundaries or rules about what is acceptable and what is not. When working with children, it is important to establish some basic boundaries in order to build an open and honest relationship. Boundaries help the student feel safe and protected as well as teaching them how to develop healthy relationships of their own.

A tip that may be helpful is to be inclusive when you discuss boundaries with your mentee and explain how boundaries can be an effective way to ensure your relationship can grow. Establishing some basic boundaries ensures that communication remains clear and by respecting the boundaries you are respecting each other.

You don’t need to jump straight into boundary setting in the first meeting as this will feel impersonal or too strict, however try to discuss appropriate boundaries with your mentee at least within the first three to four sessions. Make the language you use when discussing boundaries with your mentee age appropriate. Let your relationship with your mentee guide how you have this conversation. A suggestion is to set two or three boundaries initially, such as when you can and can’t meet with them, confidentiality and your requirement to disclose information to the School Coordinator. Address future boundaries if or when necessary.
It is important to understand that boundaries promote clear communication and are not barriers, as barriers will block clear and honest communication.

Boundaries are also an effective method of addressing expectations regarding the relationship for both mentor and mentee. Ensure that you let your mentee know you accept them for who they are and the boundaries you set are based on the relationship and are not personal in nature.

The following relationship boundaries are examples which EdConnect believe mentors need to be aware of:

- time
- money
- self disclosure
- relationship with parents
- disclosure
- communication with classroom teacher.

**Time**

Your students may enjoy your time so much that they put pressure on you to attend more often or to be involved with them outside school hours. Volunteers must be clear with the student that it is a school program and only to be done during school terms and hours.

**Money**

The giving of money or valuable gifts is not appropriate as the volunteers are not to be viewed as ATMs. Their gift is their time and experience and not financial assistance. Refer to the Volunteer’s Code of Conduct for further clarification.

**Self Disclosure**

Volunteers need to be cautious about the personal information they share with their students. Self disclosure to your students should be limited to general life experiences. Self disclosure also relates to being aware that you do not impose your own problems on the students, leading to a reversal of the support role.

Mentors and mentees do not have to discuss topics they are not comfortable discussing if they do not wish to. It is okay to let your mentee know that something they have asked you about you don’t feel comfortable discussing. You are not a counsellor or social worker. Similarly, it is okay for a mentee to tell you they don’t wish to talk about something relating to a topic you are discussing. If the topic is something you are unable to provide advice regarding, ask the SC or EdConnect LO for advice.
Relationship with Parents
Whilst the parents agree to their child’s involvement with the program, the volunteer is discouraged from forming a relationship with the parents. Information discussed during sessions is not to be discussed with the parents.

Disclosure
Disclosing information was discussed in Section Three. Disclosure needs to be included in relationship boundaries so that the mentee understands that, although the majority of information they tell the mentor is in confidence, there are some things the mentor will need to share with the School Coordinator.

When discussing disclosure with a mentee, ensure the language and approach are age appropriate. If discussing your relationship with a primary school aged mentee you may want to use a calm and reassuring tone of voice and explain that they can tell you whatever is on their mind but if they tell you something which you feel you need to speak to someone about, then you will speak with the School Coordinator and that you will let them know before you do so.

Communication with Classroom Teacher
Be aware that classroom teachers are very busy managing the other students in the class your mentee is in. As a result, keep your communication with them brief and do not ask them to meet with you whilst they are teaching. If there is something you need to discuss with the classroom teacher, use the communication system established by the School Coordinator. During your induction at the school ask the School Coordinator about the communication system in place at their school.

Establishing Trust
Trust is the key to positive and successful mentoring. Without trust, the bond that leads to role modelling and growth cannot develop. It is important for mentors to start building trust from the very first meeting. Trust is like a chain, if all links are strong then the relationship bond itself becomes strong.
By establishing trust in the relationship, many of the mentee’s challenging behaviours may settle as the mentee feels comfortable and safe being with you. The following components contribute to establishing trust within your relationship:

<table>
<thead>
<tr>
<th>Be 100% in the moment and not distracted</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Turn off mobile phones and avoid unnecessary interruptions.</td>
</tr>
<tr>
<td>• Don’t bring your problems or issues into the session and be aware of your emotional state prior to your session.</td>
</tr>
<tr>
<td>• Try not to get distracted as you may miss something important.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be consistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research reinforces that consistency is vital to a successful relationship.</td>
</tr>
<tr>
<td>• Some students have been let down by adults, so commit to the relationship.</td>
</tr>
<tr>
<td>• Be consistent with your attendance and approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ensure they are comfortable and feel safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Do not discuss sensitive topics when others can hear.</td>
</tr>
<tr>
<td>• Ensure your body language is open and not intimidating or aggressive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You’re not perfect, so don’t pretend you are or try to be.</td>
</tr>
<tr>
<td>• Let the student know you make mistakes as well and you learn from them.</td>
</tr>
<tr>
<td>• Don’t try to be cool or someone you think the student wants you to be.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be a good example of trust</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Don’t talk about what people have said to you about other people as this will sound like you will disclose what is being told to you by your mentee.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See them as a person and not as a cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>• You are there for support and guidance, not to solve their problems.</td>
</tr>
<tr>
<td>• Empower them to make their own decisions, whether you like the outcome or not.</td>
</tr>
</tbody>
</table>
Our member schools have provided EdConnect Australia with some helpful hints for working with young people.

- Accept that students may not want to talk.
- As soon as students think you are judging them, you’ve lost them.
- Be real, don’t be afraid to show you are affected by a story.
- Listen and encourage and you will gain respect by saying “I have no experience in this area”.
- Don’t appear to be shocked when they say something outlandish.
- Give them choices and control—what do you want to talk about today?
- Be limited in your self disclosure e.g. only if it’s in the student’s interest.

**Stage 1 Communication Strategies**

Effectively communicating with your mentee can influence your relationship at any stage of the journey. The following communication strategies may assist during the early stages of the relationship:

- use a combination of both open and closed-ended questions
- use open (not guarded) body language
- use language you are comfortable with
- don’t be afraid of silence
- paraphrase when seeking clarification, e.g., “So what you are saying is...”.

---

Activity Five

Part A

Instructions:
Choose a partner from your table, preferably someone you don’t know or have just met. In your pairs, discuss how you are feeling about your initial meeting with your mentee. Write down three feelings/emotions you are having regarding meeting your mentee for the first time. Discuss with your partner what you think it will be like for you and the mentee?

DURATION: 15 MINUTES

Feelings/Emotions

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________

Section Five: The Relationship Journey
Think about the types of boundaries you may wish to set for your relationship. Discuss with your partner some of the boundaries you may want to set and how you will approach the topic with your mentee. After you have written down your initial boundary ideas, practice in your pairs discussing these boundaries with your mentee. Role-play the situation, one of you plays the role of mentor and then swap.

After practicing setting boundaries, have your initial feelings/emotions changed?
Activity Five

The following information on values and exercise two have been sourced from www.youthmentoringhub.org.au (2015).

We all have our own unique and individual set of values that shape and influence our lives on a daily basis. It is not often that we stop and consider what we value and why we believe these life guiding principles are important to us.

Values such as equality, honesty, being non-judgemental, respect and education can be of fundamental importance to people.

You bring your unique set of values to mentoring. Values that have shaped and guided you through the highs and lows life has challenged you with. Where mentors can come unstuck however, is expecting that your mentee will have the same set of values as you. Mentors are strongly encouraged to be non-judgmental and avoid being overly reactive when your mentee’s values differ to yours.

Be mindful not to censure your mentee’s values, or to take the ‘moral high ground’, as this will be perceived as saying that you are a better person, a sure recipe for relationship disaster.

The following activity aims to prompt mentors to be aware of their values and how, without careful consideration, these may influence the relationship.

Instructions:

DURATION: 15 MINUTES

Exercise One:

The following list of values is intended as a guide only. Choose three values you believe are important to you and write them in the space provided.

<table>
<thead>
<tr>
<th>Compassion</th>
<th>Trustworthiness</th>
<th>Tolerance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Go</td>
<td>Integrity</td>
<td>Inclusion</td>
</tr>
<tr>
<td>Equality</td>
<td>Respect</td>
<td>Family</td>
</tr>
<tr>
<td>Freedom</td>
<td>Responsibility</td>
<td>Acceptance/Being Accepted</td>
</tr>
<tr>
<td>Honesty</td>
<td>Understanding</td>
<td>Non-Judgemental</td>
</tr>
</tbody>
</table>

1
2
3
In your group, each person is to choose one value from their list of three and explain to the rest of the group why they feel this value is important to them and how this value could influence relationship boundaries.

Exercise Two:
Read the scenario below in your group and discuss any challenges that may exist for the mentor and mentee?

The aim of this exercise is to identify how an individual’s values can influence relationship boundaries between mentor and mentee?

Scenario:
James is a 15-year-old involved in a school-based mentoring program. He tells his mentor, John, that he is going to leave school to work at McDonalds. He says he just wants to earn some money and have fun.

John is frustrated as he thinks James should stay at school or go to TAFE.

1. Identify possible values John believes to be important?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

2. Identify possible values James believes to be important?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

3. Discuss how John could handle this situation without creating a barrier between him and James?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

4. Identify possible boundaries John needs to be aware of in this situation?
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
Stage 2 – Challenging and Testing

Shortly after you and your mentee have met, the challenging and testing stage of the relationship will occur. Be prepared for this stage as it will be inevitable that your student tries to challenge the boundaries of your relationship. Your student may push you to see how far you are committed to the match. They may want to start to open up to their mentor but due to having been let down by adults in the past, they may try to sabotage the relationship to see if you can be relied on. It is during this time that difficult feelings and emotions may arise.

You need to understand this is a natural response from your mentee towards a new relationship. You must take into consideration where these emotions are coming from. Your mentee will be trying to manage their feelings and emotions about being matched with an adult they don’t know. They may take some time to settle and adjust to the new relationship and feel comfortable, and this will only happen after some challenging of the relationship and boundaries takes place. This reinforces to them you are committed to them as an individual because you have continued to support them.

Managing Challenging Behaviour

It is important to remain calm during situations of difficult and challenging behaviour. You must focus on the behaviour and not the individual. For example, don’t tell the mentee that they are naughty or disrespectful when managing challenging behaviour. Focus on the behaviour and how it is making you feel e.g. if your mentee is not focused on the session and not listening to you, you could explain to them that not listening to you is making you feel unappreciated and this behaviour makes it difficult for your session to be enjoyable. You could ask why they seem to be elsewhere that day and discuss what they are thinking about; if they are prepared to talk about it.

Remaining calm and focusing on the behaviour takes the emphasis off the person, therefore removing any feelings of personal attack. The trick here is to remain calm. You will need to remove yourself from any emotions arising from your feeling that the behaviour is directed at you personally. This is most likely not the case.

If the challenging behaviour continues over a number of sessions or you feel the behaviour is escalating beyond your ability to manage it, speak to your School Coordinator or EdConnect LO regarding strategies and advice.
Stage 2 – Communication Strategies\textsuperscript{11}

Remember that challenging and testing behaviour can occur at any stage of the relationship. You may need to employ these strategies throughout the relationship journey. The following communication strategies may assist when managing difficult situations:

- ensure your verbal and non-verbal communication is consistent
- maintain respect
- build problem solving into your questions e.g. “I wonder how we could deal with this differently next time?”
- raise any issues at the start of your interactions e.g. “Can we talk about why you didn’t turn up last week?”
- separate behaviours from the young person e.g. the young person isn’t inconsiderate, their behaviour is
- disclose your personal feelings and experiences when appropriate
- try being assertive without being aggressive e.g. use “I” messages such as “I feel you’re not respecting our time together when you keep disrupting the session”.

Stage 3 – “Real” Mentoring

The “Real” mentoring stage of the relationship occurs after challenging and testing of the relationship has settled and the mentee feels safe, comfortable and trusting of the mentor.

Generally the mentee will open up and discuss topics that are personal or sensitive once they feel comfortable with the mentor and feel they have the mentor’s trust. Mentors must be aware of the importance duty of care and confidentiality will have at this stage of the relationship.

It is during the “Real” mentoring stage of the relationship that both mentor and mentee will bond and begin to better understand each other. Communication becomes easier and open and both mentee and mentor genuinely enjoy each other’s company.

An outcome of this bond which is formed between mentor and mentee is the opportunity for the mentor to assist and guide the mentee towards becoming a more confident and resilient individual. Resilience is an important component of a young person’s ability to grow and overcome barriers and obstacles that life may throw them.

Building Resilience

Simply put, resiliency is a person’s ability to face, overcome and thrive when faced with adversity or difficult situations.

In order to assist mentors in helping a young person to develop resilience, below are ten tips adapted from Brooks and Goldstein (2005).

<table>
<thead>
<tr>
<th>Be empathetic</th>
<th>Put yourself in their shoes, you don’t need to agree with them all the time, just appreciate and validate their views.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate effectively</td>
<td>Listen carefully and try hard to understand what they are trying to say to you.</td>
</tr>
<tr>
<td>Change can be good</td>
<td>If what you’re doing isn’t working, change it. It will help to teach them that there is more than one way to solve a problem.</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Help them to set realistic expectations and goals and accept them for their uniqueness and for who they are.</td>
</tr>
<tr>
<td>Finding success</td>
<td>Promote their strengths and encourage them to feel success in areas THEY see as important.</td>
</tr>
<tr>
<td>Mistakes are OK</td>
<td>Let them know that mistakes are OK and that you expect and accept them, and that mistakes are not an indicator of failure. Learn from the mistake so you can avoid it next time.</td>
</tr>
<tr>
<td>Social conscience</td>
<td>Motivate them to help others and make a positive difference in their world.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Allow them ownership by developing their own plans. Rather than giving them the answer involve them in discussing solutions.</td>
</tr>
<tr>
<td>Promote self discipline</td>
<td>Positive feedback and encouragement are the most powerful forms of discipline, be consistent and rely on logical consequences.</td>
</tr>
<tr>
<td>Believe in them</td>
<td>Believe in their worth, convey acceptance and make them feel special.</td>
</tr>
</tbody>
</table>
Activities to do with your Mentee

It is extremely important that the student has a say in what is done during the session. Research has shown that those relationships where the student is involved in developing the activity have better outcomes, helps to build the relationship, and helps the student develop decision making skills (Garringer, Jucovy 2008).

Students may be hesitant in suggesting ideas for activities as they may have difficulties in making decisions, not want to feel rude, or it may be difficult for them to know what choices are available. The key is to listen carefully to your student to find out their interests and then use these to build an idea or activities file to draw from.

If you are asked to undertake academic work as part of your role, there is no reason that it has to fill the entire session. Playing a card game is still encouraging maths, and reading a magazine on their favourite topic is still reading. For younger children you can use games and outdoor activities as a reward for working hard or alternatively do something completely different just to enjoy each other’s company.

How do you know if it is a good activity?
• Your student has input.
• You are both having fun.
• The activity stimulates conversation.
• Your mentee feels good about it.

Activity Resources

All schools have different resources available to them from arts and craft supplies, to text and general books, and computer equipment.

Some schools may have cooking, woodworking or gardening facilities available. Please ensure when working in these areas that you have a trained member of staff present to show you how to use equipment safely (even if you have expertise yourself).

If you have a specific activity you would like to undertake, please discuss it with the School Coordinator. If they are unable to supply the resources contact EdConnect, however you may need to review your choice if resources are unavailable. While the best results come when the student has a say in the activity, it is also important to ensure that your students are aware of limitations to activities i.e. don’t promise pony rides.
The following table contains examples and ideas for activities:

<table>
<thead>
<tr>
<th>General</th>
<th>English</th>
<th>Personal Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>cooking</td>
<td>reading and recording</td>
<td>reacting</td>
</tr>
<tr>
<td>filming</td>
<td>writing</td>
<td>responding to stresses</td>
</tr>
<tr>
<td>gardening</td>
<td>poetry</td>
<td>health and fitness</td>
</tr>
<tr>
<td>making craft</td>
<td>phonics</td>
<td>anger management</td>
</tr>
<tr>
<td>playing games</td>
<td>spelling</td>
<td>co-operating with others</td>
</tr>
<tr>
<td>just chatting (listening)</td>
<td>recitation</td>
<td>self-esteem</td>
</tr>
<tr>
<td></td>
<td>communication strategies</td>
<td>confidence</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>writing letters</td>
<td>personal hygiene</td>
</tr>
<tr>
<td>ceramics</td>
<td>go to library</td>
<td>goal setting</td>
</tr>
<tr>
<td>calligraphy</td>
<td>stories</td>
<td>study planning</td>
</tr>
<tr>
<td>printing</td>
<td>book reviewing</td>
<td>financial awareness</td>
</tr>
<tr>
<td>painting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>collage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mosaics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class work</strong></td>
<td><strong>Games</strong></td>
<td><strong>Social Awareness</strong></td>
</tr>
<tr>
<td>projects</td>
<td>crosswords</td>
<td>family trees</td>
</tr>
<tr>
<td>work assignments</td>
<td>cards</td>
<td>life skills</td>
</tr>
<tr>
<td>revision</td>
<td>uno</td>
<td>drug awareness</td>
</tr>
<tr>
<td>planning group work</td>
<td>snakes and ladders</td>
<td>alcohol awareness</td>
</tr>
<tr>
<td>portfolios</td>
<td>scrabble</td>
<td>personal identity</td>
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<tr>
<td>study for assessments</td>
<td>chess</td>
<td>manners</td>
</tr>
<tr>
<td>homework</td>
<td>naughts and crosses</td>
<td>social behaviour</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td><strong>Human Biology</strong></td>
<td><strong>Sport</strong></td>
</tr>
<tr>
<td>computer games</td>
<td>health</td>
<td>soccer</td>
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<tr>
<td>general computing</td>
<td>nutrition</td>
<td>AFL</td>
</tr>
<tr>
<td>website viewing</td>
<td>anatomy</td>
<td>NRL</td>
</tr>
<tr>
<td>web searching</td>
<td>physiology</td>
<td>basketball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>favourite teams</td>
</tr>
</tbody>
</table>
### Section Five: The Relationship Journey

**Craft** | **Language** | **Sport**
--- | --- | ---
paper making | Aboriginal | weekend sport results
knitting | French | international results
scrap booking | Italian | who’s who in sport
needlework | Indonesian | 
jewellery making | Chinese | Play
beading | German | make believe games
looming |  | dress ups

**Drama/Music** | **Maths** | **Career Planning**
--- | --- | ---
playing music together | mental maths | interests
learning instruments | mathletics | career mapping
reading music | statistics | pathways through school
writing music | geometry | graduation
dancing | telling time | post graduation courses
rehearsal for school concert | times tables | trades v university
listening to music | money and change | budgets

**Stage 3 – Communication Strategies**

During Stage 3 of the relationship journey the relationship is generally going well however, the following communication strategies may assist to keep communication between you clear and the relationship progressing in the right direction:

- disclose as and when appropriate
- avoid advising. Allow the young person to actively solve their problems
- use the young person’s strengths to foster deeper discussions
- give positive feedback and don’t be afraid to let your mentee know something has hurt you
- ensure you actively listen and allow your mentee time to respond to questions.

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Activity Six

Instructions:
Activity Six builds on Activity Two. Participants will now start to construct activity ideas from their skills and interests.

Refer to your work sheet from Activity Two. To remind you, Activity Two asked you to do the following:

1. Think about all the skills you possess, regardless of what they are or their purpose in your life. Draw bubbles leading off from the original skills bubble for each skill you can think of.

2. Once you have thought of all the skills you possess do the same activity regarding your interests.

DURATION: 20 MINUTES

Now participants are required to do the following:

1. Choose two of the skills already identified and now create thought bubbles off them containing all the activities you could do based on each skill. [Remember, they have to be done at school.]

2. Choose two of the interests already identified and now create thought bubbles off them containing activities you could do based on each interest.

If you find yourself unsure of activities to do throughout your time as a mentor, try this activity and see how many ideas you can come up with for any interest, skill or topic you feel your mentee will enjoy.

Remember that your mentee must be included in the decision regarding activities to do together. You could do this type of activity with your mentee to establish things to do together you both will enjoy.
Stage 4 - Ending

Mentoring with EdConnect is a school-based program, as a result when a school term or the school year ends, you will need to start thinking about concluding your relationship with your mentee.

Concluding a relationship that is not continuing the next year can be an emotional time for both mentor and mentee. Be open and honest with your mentee regarding how you are feeling and let them express their emotions in their own way. Discuss why the relationship is ending and allow opportunities for your mentee to express their appreciation.

As outlined in the Code of Conduct, you should not be in contact with your mentee off school grounds or out of school hours. For this reason, appropriately concluding the relationship at the end of each term and school year is important. We understand incidental contact may occur, particularly in regional areas, so we ask mentors to ensure that any interactions outside of the school term, where possible, are brief and in accordance with the terms and conditions set out in the Code of Conduct.

Relationships may conclude due to the following reasons:

**Mentee exits the program**
Mentees may exit the program for a number of reasons such as graduating school, no longer wishing to be part of the program or changing schools. Regardless of the situation, the mentor will be offered the opportunity to be matched with a new student.

The skills and experience you have acquired over the previous year(s) will benefit you greatly when establishing a new mentoring relationship.

**Mentor exits the program**
In this situation the mentor will exit the program as per the EdConnect Termination Policy. Refer to EdConnect Volunteer Handbook.

Please inform the School Coordinator and EdConnect LO as soon as you become aware you will be unable to continue involvement in the program.

If a mentor is unable to continue in their role as a mentor but would like to stay actively involved volunteering in schools with EdConnect, they can continue in the capacity as a Learning Support volunteer. Learning Support volunteers assist teaching staff during class, performing a variety of roles such as assisting students with reading. For more information regarding Learning Support volunteering, contact your EdConnect LO.
Early conclusion of the relationship

If a mentoring relationship is not working, then it will need to be concluded. Continuing can be detrimental to the student and unpleasant for the mentor. If you find yourself in this situation, inform your School Coordinator as soon as you are able and let your EdConnect LO know of the situation. Please note that not all relationships will work. In instances where the match is not working, you will be provided support from the School Coordinator and EdConnect LO to try and get the relationship back on track. Do not take this personally, as not all people will bond.

In situations where a relationship concludes early, a new match can be arranged if both mentor and mentee wish to continue in the program. The School Coordinator and EdConnect LO will guide you as to the process involved.

Early conclusion of the relationship can also involve the mentor or mentee leaving the program before the end of the year. Mentors leaving the program are required to follow the EdConnect Termination Policy, which is located in the EdConnect Volunteer Handbook.
The following tips may help you when planning the conclusion of your relationship:

- Lead up to closure, providing opportunities for the student to say goodbye in a respectful and affirming way
- Try to review the highlights and focus on the great and positive things you have done together
- Discuss what the student will be doing over the holidays and maybe include activities relevant to the holidays during your time together
- Where possible try to end on a high, celebrate your time together, e.g. having an end of year party with other mentors, their students and School Coordinator

Stage 4 - Communication Strategies\(^\text{13}\)

It is important to remain positive, even though ending a relationship can be a stressful experience. As mentioned previously, review the positives and benefits both mentor and mentee have gained from the relationship. Discuss how this will be of benefit in the future and that it is a natural experience to be sad when saying good-bye. This experience is an important lesson for a young person to experience and as a result, the conclusion of the relationship is a very important component of the learning experience for mentees.

The following communication strategies may assist you when planning the conclusion of your mentoring relationship:
- find common language to sum up your feelings
- provide feedback that describes growth that you have observed
- be prepared to listen and affirm fears that your young person may have.

Section Five: The Relationship Journey

Quick Check Review

Section Five is a large section which introduced the four stages of the mentoring relationship. In summary, Stage 1 includes the initial meeting and the getting to know each other phase of the relationship. Stage 2 involves the challenging and testing phase where we looked at strategies to manage challenging behaviour. Stage 3 is the ‘Real’ mentoring phase where the majority of the relationship is spent. In this stage we discussed building resilience and activities mentors can do with their mentees. Stage 4 involves the conclusion of the relationship and various reasons for this were identified.

In the space below, write down anything from Section Five you have learnt that is of interest or you did not previously know about youth mentoring.
SECTION SIX:
Helpful Information
Where to From Here

Now you have attended the Module Two ‘Mentor Training’ Induction Workshop, you are ready to go to your chosen school and start mentoring as an appropriate mentor /student match becomes available. The flow chart below explains the process:

<table>
<thead>
<tr>
<th>Mentor Training</th>
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</thead>
<tbody>
<tr>
<td>EdConnect and School establish suitable match with student</td>
</tr>
<tr>
<td>EdConnect offers mentor a placement with suitable student</td>
</tr>
<tr>
<td>Mentor accepts placement and is inducted into school by Coordinator</td>
</tr>
<tr>
<td>Mentor meets with student</td>
</tr>
<tr>
<td>Mentoring commences</td>
</tr>
<tr>
<td>EdConnect supports and monitors relationship</td>
</tr>
<tr>
<td>Relationship concludes at end of school year</td>
</tr>
</tbody>
</table>

If you decide not to accept your offer of placement, you have the options to either perform the role of a Learning Support Volunteer in school until another match with a suitable student becomes available or not be involved in the program until such time as a suitable match with a student becomes available. Your EdConnect LO will discuss this process with you and assist you to understand your options if or when there are suitable matches with students available.
Taking Care of You

Taking a break
EdConnect appreciates that volunteers offer their time freely and as such please take holidays when you plan to do so. If you wish to send a postcard to your student please note that it must be sent via the School Coordinator and NOT to the student’s home. If you have advance notice of trips, please inform the school and the student as soon as possible so they can make arrangements to accommodate your absence.

If you or a family member is unwell or currently having personal problems which affect your ability to attend, please keep both the School Coordinator and EdConnect informed.

Self care
You may not be able to change the student’s situation, but your presence in their lives will help them to cope with life’s challenges more positively.

When caring for others, it is just as important to first care for you. Self care is about replenishing yourself so that you have enough energy, creativity, love and joy to share with others.

Any volunteer who needs to debrief about any situation that arises during their sessions that they find upsetting, is encouraged to speak with either the School Coordinator or their EdConnect Liaison Officer.

EdConnect would also like to remind all our volunteers who are working out in the sun, to ensure that they are adequately protected, with hats, sunscreen and long sleeve shirts. Also that appropriate clothing and shoes specific to the activities being undertaken be worn for your own, and the students, safety.

- **Slip** on sun-protective clothing
- **Slop** on SPF 30 sunscreen or higher
- **Slap** on a broad-brimmed or bucket hat
- **Seek** shade
- **Slide** on some wrap-around sunglasses
Please Keep in Touch

In order to provide the best service to our students, schools and volunteers, ongoing communication with EdConnect is vital.

Please let us know as soon as possible if

😊 You’re unhappy with your role within the school.
😊 You are experiencing any difficulties with staff, the school coordinator or the student.
😊 You’re not sure what to do in a particular situation, or require clarification.
😊 You would like to take a break.

ALSO

Please let us know if

😊 You’re loving your role.
😊 Your student/s loves spending time with you.
😊 You want to get your friends involved.
😊 You want to share a special moment or event.
😊 You are involved in a community group interested in learning more about EdConnect.
Conclusion

Before starting any mentoring it is important to remember that you may not always see the benefits you are giving to the student. Going into the relationship with the expectation that you are going to change and fix the student is detrimental to both the relationship and the student. All research centres on the need for mentors to focus on the relationship and not the outcomes and to realise that their gift to the student is one of time and that they should not need, or expect, anything in return.

We hope this training session has been interesting and useful in preparing you for the exciting, challenging and rewarding experiences that mentoring offers. We appreciate your feedback regarding any situation you may experience, as this will assist us to continually improve our training and delivery for future volunteers.

This training resource may be of assistance to you in the future. Please hold onto it and refer to any of the information presented within, as required. If you feel you still require further clarification of any section, don’t hesitate to contact your EdConnect LO or refer to the EdConnect Volunteer Handbook.

If you have any friends or family interested in becoming a school volunteer, please ask them to contact us on (08) 9444 8646 or refer them to our website at edconnectaustralia.org.au.

You have the opportunity to make a big improvement in the life of a young person. It may not be obvious that you are making a difference, though the impact you are having will always have an influence on that child.

Your contribution, coupled with that of hundreds of other volunteers is making a difference in our community. There are few things in this world that are more important and more special than to have someone we depend upon to listen to us in a caring way.

Thank you for becoming part of the EdConnect Australia family. We trust you will enjoy your experiences working with children. Please remember, that we are only a phone call away if you require support or just want to chat about what you’re doing with the students.

Winston Churchill once said:

“We make a living by what we get, but we make a life by what we give.”

Be proud of the role you are performing and the gift of time you are giving.
References and Further Reading


Cannata, A. & Garringer, M 2006, Preparing participants for mentoring, The Mentoring Resource Centre

Department for Local Government and Communities 2014, Mentoring Worx The Mentor Handbook, Western Australia.

DuBois, DL & Karcher, MJ 2014, Handbook of Youth Mentoring, 2nd Edn, Sage, California, USA.


McQueen, M. Ready or not...Here Come Gen Z, Sydney, viewed 23 December 2014, <http://michaelmcqueen.net/about/resources.html>


