The Inspire Mentor program is delivered by Flinders University in collaboration with the Department of Education and Child Development (DECD). It is part of a government-funded consortium called Journey to Higher Education [http://jthe.edu.au]. The consortium consists of Flinders University, The University of Adelaide, The University of South Australia and has the support of organisations including TAFE SA, Catholic Education South Australia, Association of Independent Schools South Australia and the wider Community Services sector. Journey to Higher Education encourages low socio-economic status, Indigenous and remote/rural school students to consider higher education.

The Journey to Higher Education Program is funded through the Australian Government Higher Education Participation and Partnerships Program (HEPPP).
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My Inspire Mentor Team Member
My School
My Site Leader/SSO
Welcome!

We are so happy to have you on board as an Inspire Mentor! Did you know that the Inspire Mentor Program has been running out of Finders University for over 12 years?! The program is now funded by a federal grant entitled Journey to Higher Education (JtHE). The goals of JtHE are to support both Indigenous students and non-Indigenous students from low socioeconomic (SES) locations to plan their future, unlock their potential and ultimately, to aspire to higher education. Each and every mentor is an essential part of the JtHE project. We couldn’t do it without you! There are lots of benefits for mentors! You will:

- Contribute to the community
- Add to your resume
- Take part in professional development training
- Build your confidence
- Enhance your skills
- Develop meaningful mentoring relationships
- Network with other professionals
- Feel a sense of personal satisfaction

Types of Mentoring

**Face-to-Face, One-to-One Mentoring**

Mentors are able to experience interaction with young people at a school or community organisation site. This is the original and most common form of mentoring in the Inspire Mentor Program.

**E-mentoring**

Inspire and the Department of Education and Child Development (DECD) deliver e-mentoring, which allows mentors to communicate with school students in regional and remote areas through the use of online technology.

**Group Mentoring (Face-to-face or e-mentoring)**

One mentor supports several school students. Group mentoring is beneficial for both school students and mentors who may feel uncomfortable in a one to one situation. It also allows for multiple viewpoints and learning styles and encourages relational, collaborative learning. The real benefit of group mentoring is knowledge sharing and interaction among all participants.

Whether you have chosen to become a face-to-face, group or an e-mentor (or maybe all three!), you have made the decision to help make a difference in a young person’s life.
Vision, Mission & Values

Vision
Our vision is for all young people have the confidence and skills to aspire to higher education.

Mission
The Inspire Mentor Program connects tertiary students and professional members of the community with young people from primary and secondary schools in mentoring relationships, to support engagement in learning and social development. Inspire empowers young people to consider higher education as a real option for the future.

Values

Collaboration
Collaboration with schools and community organisations is vital to achieve positive outcomes for participants.

Education
Education is a powerful tool which creates access to opportunities.

Relationships
Safe, structured and caring relationships are a vehicle for positive growth.

Integrity
We act honestly, ethically and with transparency to ensure accountability to those we work with.

Diversity
Inspire celebrates diverse social and cultural backgrounds and encourages the inclusion and participation of Aboriginal and Torres Strait Islander people.

Student Centred
Inspire works with all participants to achieve the best possible outcomes for mentors and mentees, who are at the centre of everything we do.

Equity
Higher education should be accessible to all.
Mentoring Process

Face-to-face mentoring takes place each week on school grounds in a visible space with doors and windows. Try not to put yourself somewhere alone with a mentee where others cannot see you or are unaware of your location. The mentoring process does not have to be complicated. There are a few steps to follow to get started, some of which you would have already done!

YOU register your interest at www.flinders.edu.au/inspire

WE send you an email inviting you to an interview and providing you with the Department of Communities and Social Inclusion (DCSI) child related employment screening forms.

YOU click on the link in the email and select an interview time.

YOU bring the completed DCSI forms and 100 points of ID along with you to the interview.

WE book you in to a 4 hour training session at the interview.

WE post your clearance application to DCSI. WE also pay for it!

YOU attend the 4 hour training session made up of Responding to Abuse and Neglect – Education & Care (RAN-EC) and Inspire Mentor Training.

YOU receive your clearance in the mail (standard turnaround time is 20 business days). WE receive an email copy from DCSI.

WE provide you with details about your mentoring placement.

YOU contact the site leader to arrange a site orientation and start date (face-to-face only).

YOU attend your mentoring session for an hour each week during the school term at the agreed upon time, for a minimum of 10 weeks. Always be on time or let your site leader know if you will be late.

YOU inform your site leader (face-to-face) or SSO (e-mentors) if you are unable to attend a session.

YOU log your session each week on MentorCore (see ‘Logging Your Sessions on MentorCore’) (face-to-face) or complete an evaluation following your session every second week (e-mentors).

YOU contact the Inspire Mentor team if you have any questions or issues via telephone or email.

WE invite you to professional development sessions, lunches and catch-ups regularly.
What is Mentoring?

What is mentoring? What does mentoring mean to you?

“Being a mentor has really livened up my spirits...I have noticed I am happier and more positive...it puts me in a good mood for the rest of the day”
What is Mentoring?

Mentoring is the practice of supporting someone who has less experience than you, in any given area. Mentors offer support, guidance and encouragement; they are good role models and excellent listeners. As an Inspire Mentor, you will be helping young people with less life experience than you, who may need a bit of help in different areas of their lives.

Making a difference in a young person’s life can happen in many different ways, large or small. Mentoring is a structured relationship, however what happens in mentoring can be flexible, according to the needs of your mentee. The mentoring relationship is very much about discussion and reflection, but it is also about looking to the future and working alongside your mentee to create their own pathway. It’s also about having fun!

A number of activities can take place during a mentoring session. Examples include:

- Help with understanding class assignments/projects
- Discussing hobbies and interests
- Time management/diary use
- Reflecting on difficult situations
- Developing strategies for future difficult situations
- Answering questions about/talking about University/TAFE
- Helping to develop organisation and communication skills
- Planning future study options
- Researching career ideas
- Some assistance with school work
- Goal setting and brainstorming
- Resume help and job interview practice
- Listening and talking
- Using Inspire’s tailored resources. These can be found on the ‘Current Inspire Mentors’ page at [www.flinders.edu.au/inspire](http://www.flinders.edu.au/inspire).

Talk with your mentee about what they want to achieve in mentoring sessions and take direction from them. You can help them to focus on their strengths and the positives within their life, while assisting them to work on the parts that they feel might need improvement.
Why is Mentoring Important?

Mentoring is important for many reasons. Studies have shown that young people with mentors are more confident and more successful. Youth mentoring programs have the ability to produce numerous positive outcomes, ‘from raising self-esteem, encouraging healthier behaviours and improving school attendance, to enabling better informed career choices and a more secure place in education or the workforce’ (Australian Youth Mentoring Network 2000). Mentoring can also help to encourage healthy relationships and positive life choices.

Being a caring, friendly and trusted adult, as well as a positive role model in your mentee’s life can sometimes make all the difference. Some mentees have had significant negative experiences with adults in the past and don’t know what it’s like to have someone in their life that is reliable, encouraging and easy to talk to. Some may have had some difficulties going on at home or at school, which could also affect their confidence and self-esteem.

“I can say without a doubt that (my mentees have) changed my life forever”
What Makes a Good Mentor?

As a mentor, you will continually learn and grow. You are not expected to be perfect and you will make mistakes! However, there are some qualities and skills that will make your role as a mentor more effective. Try and think of these things while interacting with your mentee. They are:

- **Good Communication Skills**
  - Active Listening
  - Asking open questions
  - Repeating back for clarification

Communication skills involve not just listening intently, but also showing that you are listening. This can be done through eye contact, nodding, brief responses and open body language. Asking open questions (questions needing more than just a yes or no answer) can be a great way to help your mentee to open up, especially when they are feeling shy or nervous. For example, instead of asking, ‘do you feel okay today?’, you could ask, ‘how are you feeling today?’

- **A Positive Attitude**

Bringing a positive attitude to your mentoring sessions is vital, as this will be easily detected by your mentee. Leave personal worries at home and focus on your mentee for the time you spend together. Talk with your mentee as if they are the first person you have spoken to that day – make them feel important!

- **Enthusiasm**

Be enthusiastic about meeting with your mentee. Being a positive role model is best demonstrated by projecting enthusiasm and happiness.

- **Motivation**

Show motivation throughout discussions with your mentee. Being motivated can be an effective way to encourage your mentee in their learning, their social development and hopes for their future.

- **Friendliness**

Be genuinely friendly to your mentee, and to anyone you come into contact with at your school or community organisation. Always be respectful to others.
• **Authenticity**
  Asking questions is a great way to show genuine interest in your mentee’s life. Be genuine and honest with your mentee during discussion, however do not share any personal contact details and be careful that you are not sharing too much (see ‘Boundaries of a Mentoring Relationship’).

• **Care and Compassion**
  Mentoring is about developing a secure, caring relationship where your mentee is able to share things in a safe space. Care and compassion can be demonstrated through active listening.

• **A Supportive Nature**
  Showing a supportive nature to your mentee can change the way in which they respond to you. This can mean providing learning, emotional and social support, or whatever else they may need, within the boundaries of a mentoring relationship.

• **Patience**
  No-one is a perfect mentor, and there are no perfect mentees. It will take time to develop a secure and caring mentoring relationship. Be patient and allow your mentee time to feel comfortable sharing with you. Try not to force the relationship; sometimes silence is a good thing.
What is the Role of a Mentor?

As a mentor, you can have a number of different roles with your mentee. However, it’s important to remember that there are also a number of roles that you are not to take on. This is vital to maintain boundaries with your mentee and not get caught up doing something you are not qualified to do.

A mentor is:
A role model
A non-judgmental listener
A trusted adult
A confidante
A sounding board
A helpful guide
A reliable presence
A confidence booster

A mentor is not:
A social worker
A psychologist
A parent
A best friend
A teacher
A rescuer
A provider
All-knowing

If you think that your mentee may need support beyond what you can provide, speak to your site leader, school counsellor or an Inspire Mentor team member. They will be able to access professional services outside of the school if necessary.

It is okay for mentors to provide some support with learning although it is important to remember that the focus for mentoring is about looking to the future. This may be different however, if you are mentoring within a learning club or classroom environment.

Mentors do not have all the answers, nor do they need to swoop in and rescue their mentee. It is far more valuable in the long term for your mentee to be able reflect on difficult situations with their mentor and to learn coping strategies and problem solving skills for the future.

“Being able to make a connection with someone and watch as they grow and change is an amazing experience”
Mentoring Young People from a Low SES Background

What does low SES mean?
People that are described as being low SES (socioeconomic status) refers to disadvantage in terms of their access to material and social resources, as well as their ability to participate in society.

What are some factors that might contribute to a family being considered low SES?
Factors that might contribute to low SES include:

- geographical location
- lack of education/parent’s lack of education
- unemployment or underemployment
- drug/alcohol abuse
- mental illness
- broken/mixed families
- disability

What are some factors that might be the result of a family being considered low SES?
Families who are considered low SES may experience:

- poor living environment
- lack of hygiene/poor health
- lack of access to resources (eg: education)
- poverty
- mental illness
- domestic/family violence
- drug/alcohol abuse

What complications might you face working with young people from low SES families?
Keep the following in mind when working with young people from low SES families:

- young people from low SES may be more vulnerable to developmental delay
- parents may be uneducated or unemployed
- there may be minimal support for young people at home. There might also be less emphasis on education and more emphasis on getting a job.
- young people may suffer from mental health issues
- transport issues may result in poor school attendance
Maslow’s Hierarchy of Needs

Abraham Maslow was a psychologist during the 20th Century. In the 1940s, Maslow created the Hierarchy of Needs pyramid in order to better understand motivation and where motivation is derived from. Maslow’s hierarchy is still relevant today.

The Hierarchy of Needs can be useful to demonstrate how mentoring can be used to assist young people. Individuals will generally need to fulfill lower level needs before they are able to satisfy their needs toward the top of the pyramid. For example, physiological needs such as breathing, food, water and shelter are of immediate priority. Without these needs being fulfilled, it is unlikely that a person will be motivated to improve their self-esteem, repair relationships, exercise their creativity or look for employment. In the case of some mentees, their lower level needs are not being met. In this case, it may be unrealistic to expect them to be highly motivated toward study, friends or future.

As a mentor, you can help your mentee to identify barriers in their life by using Maslow’s pyramid. This can be done by either explicitly talking with about it, or through casual discussion about their life and background.
A Real Life Scenario
You have just begun mentoring and have been assigned to a female year 9 student, Hannah. During your third session with Hannah, she mentions that her parents are divorcing and she and her mum do not have a place to stay. Her father has told them that he wants them to be gone within two weeks, although Hannah’s mum has had no luck with rental applications. From prior examination of Maslow’s Hierarchy of Needs, you remember that the need of shelter is at the lowest level. Hannah is finding it very difficult to concentrate on school and to be engaged with her friends at lunch time and after school. As a mentor, you can help your mentee to fill in the gaps and make plans toward achieving the higher levels of the pyramid.

Which of the needs on the pyramid are currently being met for Hannah?

Which needs does Hannah need to work toward fulfilling?

What might you be able to do to help Hannah fulfil her needs?

“(Being a mentor) has provided me with a break away from study. I feel happier...as I feel that I am making a difference”
Cultural Competence

Cultural competence is the ability to communicate effectively and appropriately with people of other cultures. Cultures vary between nations, organisations, ethnic groups, religions, schools, ages, genders, sub-cultures and even within the same family. The differences may include modes of accepted and familiar behaviour as well as ethics, politics and religion.

Cultural competence includes:

- Understanding that other people’s world views and values may vary from yours, and that this does not mean their way of being is inferior or not as good.
- Making an effort to understand what is important to another person and being respectful of this. You can do this by listening to your mentee, by asking them questions and/or by doing some research into their culture.

Things to keep in mind:

- It can be hard for young people who grow-up with different languages, values and expectations at home and school.
- Common cultural differences include the balance between self-promotion and humility; levels of mutual responsibility between family members; personal space and many more.
What’s it like being in a minority culture?

- Being in a minority culture means being surrounded by people who do not share your cultural norms, may not know much about your culture and may apply negative stereotypes to you.
- Imagine every time you do something well being referred to as a credit to your race/culture. Or every time you do something bad it is seen as typical for your group.

Try not to make assumptions or rely on stereotypes. A real life example of this is based around teachers in an Australian school. Some of these teachers assumed that families of the Pakistani students were not interested in being involved in their children’s schooling. It was later found out that in Pakistan, it is not usual practice for parents to interact with the school, however they do want their children to be successful and they do support them at home. Also, many of the parents could not read English, so were unable to read the school newsletter.

“I have gained direction, self-confidence and a sense of fulfilment in creating and building on a connection with a young person.”
Boundaries of a Mentoring Relationship

The table below outlines unacceptable behaviours between mentors and mentees. It is essential that all mentors are familiar with these boundaries, in order to protect themselves and their mentee. Trust your judgment and if you’re not sure, ask an Inspire Mentor team member.

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<thead>
<tr>
<th>Boundary</th>
<th>Example of Violation</th>
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<tr>
<td>Communication</td>
<td>- Inappropriate comments about a young person’s appearance</td>
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<td>- Obscene gestures or language, sexual jokes, innuendo or inquiries</td>
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<td></td>
<td>- Disrespectful or discriminatory treatment based on race or sexual orientation</td>
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<td></td>
<td>- Facilitating/permitting access to sexually explicit material</td>
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<td></td>
<td>- <strong>Correspondence of a personal nature via any medium (text message, phone, email, social media etc.)</strong></td>
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<td></td>
<td>- Using pet names often (honey, sweetie, babe etc.)</td>
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<tr>
<td>Personal Disclosure</td>
<td>- Discussing personal information unless it is directly relevant to the learning materials or discussion</td>
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<tr>
<td></td>
<td>- Revealing personal details such as address, telephone number etc.</td>
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<td>Physical Contact</td>
<td>- Unwarranted or unwanted touching of a young person or belongings</td>
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<td></td>
<td>- Corporal punishment (smacking etc.)</td>
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<tr>
<td></td>
<td>- Initiating, permitting or requesting inappropriate touching with a young person (kissing, tickling, massaging etc.)</td>
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<tr>
<td></td>
<td>- Physical restraint of a young person (as outlined in RAN-EC training)</td>
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<tr>
<td>Place</td>
<td>- Inviting/allowing young people to attend your home/attending theirs</td>
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<td></td>
<td>- Allowing young people access to personal internet locations (becoming friends on Facebook etc.)</td>
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<td></td>
<td>- Being alone with a young person outside of your direct responsibilities</td>
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<td></td>
<td>- Transporting a young person</td>
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<td></td>
<td>- Use of toilet facilities specifically allocated to young people</td>
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<tr>
<td>Targeting individual young people</td>
<td>- Tutoring outside of education sector’s direction or knowledge</td>
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<tr>
<td></td>
<td>- Giving gifts or favours to young people</td>
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<tr>
<td></td>
<td>- Singling the same young people out for special responsibilities (applicable to group mentoring)</td>
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<tr>
<td></td>
<td>- Offering overnight or weekend care of young people</td>
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### Role
- Adopting a welfare role (i.e., counselling/psychology) that is outside of your qualifications or is the responsibility of another staff member (internal or external)
- Photographing, audio recording or video recording any young person without parental consent and site authorisation
- Using personal equipment, rather than school equipment for approved activities unless specified by the site leader

### Possessions
- Still or moving images stored on personal equipment that has not been authorised by the site leader
- Communication via any medium to or from young people where a violation of professional boundaries is indicated and where correspondence is not provided to site leader
- Uploading or publishing still or moving images or audio recordings to any platform, unless instructed by site leader

Confidentiality

To ensure your mentee sees you as a trusted adult, you need to gain and maintain their trust by keeping personal discussions between the two of you confidential, both during the session and afterwards. Don’t disclose what is discussed with other people, unless you are genuinely concerned for their welfare. This may mean speaking with a trusted school staff member or someone from the Inspire Mentor team.

Making a CARL Report

A report must be made to the Child Abuse Report Line (CARL) if your mentee is at risk of harming themselves or someone else, or is at risk of harm or negligence from someone else. Don’t stress, chances are you will never even need to make a report! However, it is essential that you know how to, just in case. You will learn more about this process in your RAN-EC training.

When making a report, it is vital that you work closely with the school or community organisation and speak with the site leader. Where possible, it is advised that the site leader assists you to make the call. The CARL operator will ask you questions and talk you through the process to report. Complete the following steps:

SPEAK with your site leader regarding your concerns for your mentee.

ENSURE you have as much information as possible about the student (ie: surname, date of birth etc.). The best way to do this is by making the report with your site leader.

PHONE CARL on 131 478 and follow the prompts.

YOUR site leader will need to complete a hard copy Mandatory Notification Record to keep on file.

PHONE or email your Inspire Mentor team member to notify them that you have made a report.

E-MENTORS should discuss anything they may want to report with their SSO at the end of a session.
Logging Your Sessions on MentorCore (face-to-face-mentors only)

You are required to log brief details about each mentoring session in the online database ‘MentorCore’.

Ensure you enter a separate entry for each individual session. If you are unable to view your match, or have any issues with logging in, please contact a member of the Inspire Mentor team. The following steps show how to log your sessions:

**TYPE** mentors.mentorcore.com/flinders into your web browser (Firefox or Chrome are best – Internet Explorer may have some issues with MentorCore). You can also find the link for MentorCore on the ‘Current Inspire Mentors’ Page at www.flinders.edu.au/inspire.

**ENTER** the email address that you provided to the Inspire Mentor team.

**ENTER** your temporary password (provided via email from the Inspire Mentor team with your mentoring placement details).

**CLICK** on ‘My Information’, then, ‘Edit’.

**ENTER** and confirm your new password. Ensure it is something you will remember! You can also change your email address and name in this section if the need arises.

**CLICK** ‘Submit’.

**CLICK** ‘My Matches’.

**CLICK** the blue ‘Sessions’ button, then ‘Add Entry’.

**ENTER** session date (database is American so date format is MM/DD/YYYY), type of session, hours, what happened and any important observations (a couple of sentences is okay).

**USE** ‘Follow-up’ if you would like an Inspire Mentor team member to contact you about the session, your mentee or your site. If the matter is more urgent, please contact the Inspire Mentor team directly.

**RECORD** in ‘What Happened’ if either you or your mentee were not able to attend, and why.

**CHECK** or uncheck the ‘Attended’ boxes.

**CLICK** ‘Save’, then close and logout.
**Communication**

Regular communication with the Inspire Mentor team and your mentoring site is essential, so that we can support both mentor and mentee as much as possible. This means responding to emails, returning phone calls and most importantly, logging your sessions on MentorCore (if you are a face-to-face mentor). Being a part of a formal volunteer program is an excellent way to develop your professional skills, ready for the workforce. A professional employee should always maintain an excellent level of communication, so why not a volunteer too?

The Inspire Mentor Program has the ability to withdraw mentors from the program at any time. This could be as a result of poor communication with the Inspire Mentor team or mentoring site.

**Closing Your Match**

Ending a mentoring relationship can sometimes be hard to do, as mentees could at first feel let down or rejected. Everyone should be involved – the mentor, mentee, the site and your Inspire Mentor team member. The following steps should be followed in order to give ‘the Gift of Goodbye’:

**CONTACT** your Inspire Mentor team member to let them know that you need to end your mentoring placement. Where appropriate, providing a reason for the closure can be beneficial. A minimum of three weeks’ notice is preferable, so that the mentee has time to adapt to the change.

**NOTIFY** your mentee. This can be done during a scheduled mentoring session. Be transparent with your mentee and if you can, provide them with a reason for the mentoring relationship ending.

- Acknowledge your feelings (grief, sadness, optimism for your mentee’s future)
- Be respectful and understanding
- Do not give out your personal details (phone number, address etc.)
- The Inspire Mentor team highly recommend that you do not become a digital ‘friend’ or ‘follower’ of your mentee on social media. This keeps the relationship professional and allows a clean break at the end of a match.
- Complete the ‘Match Closure Activity’ worksheet (see Appendices). Scan and email or post the completed document to the Inspire Mentor team.

**SPEAK** with your site leader to notify them of the closure. Your Inspire Mentor team member will also contact the site leader to confirm the end of the mentoring relationship.
End of Year Process

At the end of each year, every match will be closed, so that mentoring relationships can be concluded correctly if for some reason, the match is not able to continue in the following year. You should close the match following the correct process (see Closing Your Match), regardless of your plans. Your match may still continue the following year, provided you, your mentee and the site wish to continue with mentoring.

At the end of each year:

RESPOND to our End of Year Evaluation Survey (to help us make the Inspire Mentor Program as great as it can possibly be!). This will be sent via the email address you have provided the Inspire Mentor team.

YOU will receive a Certificate of Recognition for your commitment to the program.

“I think (mentoring) has taught me that you don’t have to be an expert (at giving) advice and that sometimes just being there to talk to someone about how their day is going and just listening...is very beneficial to them”
Group Mentoring

Traditionally, mentoring has been delivered one to one, however, there are many benefits of mentoring in small groups, as discussed below. Group mentoring can be delivered either face to face or online in a virtual environment.

Benefits of Group Mentoring

- Group mentoring is great for mentees and mentors who feel uncomfortable in a one to one situation. It also means more mentees can be a part of Inspire!
- Group mentoring allows for multiple viewpoints, which can enrich a session.
- Group mentoring allows for different learning styles and encourages relational, collaborative learning.
- The real benefit of group mentoring is knowledge sharing and interaction among all participants!

Relationships in Group Mentoring

Unlike one to one mentoring, group mentoring also involves peer to peer relationships, which can be encouraged and explored during sessions. In this safe and trusting environment, mentees can positively influence their peers. It is vital however, that each mentee still has the opportunity to connect and engage with the mentor during sessions. It is ideal for mentees to share a bit about what’s happening in their life, so group mentoring sessions don’t become a school ‘activity session’, however it’s important that mentees (and mentors) try not to over-share (see ‘Potential Obstacles’). Sharing helps to build and maintain relationships between mentees and the mentor, where young people can receive support and advice. The mentor should always be positive and continually value and acknowledge mentees for participating in sessions.

The Difference between Group Mentoring and Classroom Teaching

Group mentoring has more in common with one to one mentoring than with classroom teaching. It allows for individual development, where each mentee explores their personal developmental and career goals. Mentorship goes beyond the passing on of knowledge. Classroom teaching on the other hand, delivers pre-defined (curriculum-linked) material where each student obtains the same knowledge. The topics covered in group mentoring generally fall outside that of classroom teaching. The mentoring relationships that are developed through group mentoring allow both mentors and mentees to share personal experiences and challenges, which may not normally happen in a classroom environment.
### Potential Obstacles

With a number of different personalities contributing to the group dynamic, some issues may arise at times.

<table>
<thead>
<tr>
<th>Potential Obstacles</th>
<th>Potential Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mentee may be too shy or they may be dealing with issues</td>
<td>Choose the right moment to help bring the shy student out of their shell. For example, when the group is busy with an activity, ask the student for their opinion either verbally or in writing. Then praise them for their efforts! If the shy student cannot answer the question, simply say ‘that’s ok, have a think and we can try again later’.</td>
</tr>
<tr>
<td>A mentee may be too outspoken</td>
<td>Thank the loud or outspoken mentee for their input and remind the group of the Pledge that they committed to (see below), where everyone’s opinion is sought and respected.</td>
</tr>
<tr>
<td>The entire group doesn’t want to participate or sessions become stale</td>
<td>Introduce activities or simply ask them what they would prefer to do. Perhaps also discuss why they do not want to participate.</td>
</tr>
<tr>
<td>A mentee over-shares and reveals intimate detail about their personal life, in front of their peers</td>
<td>Mentees may later regret what they share in a session, especially if other mentees talk about it to other students or teachers. Ensure mentees understand and abide by the non-negotiable Pledge points. If mentees wish to speak about something more private, mentors might chat with them after the group session. If something inappropriate is said in a session, thank the mentee and change the conversation, and remind the others of the Pledge not to tell others outside the group. Mentors may also want to talk to the individual separate from the group about this. If you suspect that a mentee may be experiencing abuse or neglect, speak with your site leader about whether or not a CARL report may need to be made.</td>
</tr>
<tr>
<td>A mentor over-shares inappropriately</td>
<td>Mentors must be familiar with ‘boundaries’ before commencing mentoring, as per RAN-EC training.</td>
</tr>
</tbody>
</table>
Facilitating Group Mentoring Sessions

To facilitate group mentoring sessions, mentors should create a comfortable & collaborative environment. It’s important to foster trust early in the mentoring relationship and to also make it an enjoyable experience. Trust will build as the weeks go on.

To create a collaborative and trusting environment as a mentor, you can:

- As a group, establish a Pledge that you all commit to (see ‘Pledge’).
- Share something (appropriate) about yourself.
- Ask mentees to share something about themselves – use Warm-up exercises to encourage sharing and get to know each other better.
- Praise & thank all mentees for participating.
- Include all mentees in all sessions.

What Do We Do in Group Mentoring?

Schools may provide group mentors with a topic or group project. Alternatively, mentors together with mentees, can establish topics and activities for mentoring sessions. Let your Inspire Mentor team member know which option you would prefer. Group mentoring is very similar to one to one, where you and the mentees can talk about life at school, home, career aspirations etc.

The Inspire Mentor team have provided activities and session topic ideas through the provision of Mentor Resources, but feel free to create your own. You could even share your own resources with the Inspire Mentor team so it can be added to the resource library for more mentors to have access to!

Duration

As group mentoring may be more intense that individual mentoring, we suggest it has a defined end point, of approximately 8-10 weeks. However, if you, the school and the mentees are happy for the group mentoring to continue, then the program can be extended.
In Summary, Inspire Group Mentors:

1. Help create a fun, positive environment!
2. Share something (appropriate) about themselves.
3. Ensure mentees share with their peers.
4. Accommodate different personality types.
5. Praise & thank all mentees for participating.
6. Involve all mentees in each session.
7. Ask the Inspire Mentor team for help if needed!

Want to be an Inspire Group Mentor?
You may not have considered being a group mentor or may have worried it would be too difficult. As you can see, it is actually quite similar to one to one. Please let your friendly Inspire Mentor team member know if you would like to be a group mentor!

“My experience with Inspire Mentoring, and also the staff, has always been positive and very educational... I have learned a lot - not only about children, but I have also learned a lot about myself through the process”
Keeping Yourself Safe

We want to make sure that both you and your mentee are kept safe! You should actively assess risk when entering a site and during mentoring sessions. This involves everything from scanning for occupational health and safety issues, to detecting erratic mood or behaviour in your mentee. Consider what could go wrong, what the outcome would be if something did go wrong, and how an incident could be avoided. The table below is a useful tool for risk assessment.

![Risk Assessment Table]


**Low Risk Scenario Example**

You work with a mentee, James, who you have seen weekly for the past three terms. You have a good mentoring relationship and he trusts and confides in you. You know that James can sometimes get quite agitated when doing maths at school, as he often struggles to grasp the concepts taught. You were informed by the teacher last week that your mentoring session this week would take place after maths class. You decide that it is possible (C) that he will be grumpy and easily annoyed for your mentoring session. You know James well and he does not have a history of physical violence. Based on this information, you determine that any consequence would be insignificant and therefore low risk (L). With this in mind, you decide you will continue as normal with your planned mentor session, however you keep the door open and you sit closest to the door in case James gets agitated and you need to leave the room for him to calm down.
High Risk Scenario Example

Read the scenario above and now consider that in this situation, James is very often visually upset and annoyed following maths. You decide that it is likely (B) that if James were to engage in a mentoring session today he may get quite angry and be verbally abusive toward you. James also has a history of property damage during times of distress. You decide that a consequence from going ahead with mentoring today may be of a moderate measure and therefore, high risk (H). You go and see your site leader at the school to make alternative arrangements for mentoring this week. You are able to make a new appointment at a time that suits you, James and the school. It is to occur on a day where James does not have a maths lesson at all, in order to greatly reduce the risk for everyone involved.

“I have enjoyed (mentoring) and appreciate the skills it has given me that will benefit me in my future career”
Mentor Self-Care

While a mentor’s job is to look out for their mentee, it is also important for mentors to look after themselves too! Ensure that you allow yourself time for self-care and maintain a healthy work/study/life balance. Also, there may be times when a mentee might disclose confronting information to you. This could cause stress and upset for mentors if the information is not dealt with and processed properly. A way to help prevent ongoing stress or concern is through regular self-care. Some examples of self-care include:

**Debriefing**

Talking to another person about a stressful or confronting situation after it has occurred (ensure none of your mentee’s personal information is disclosed). Remember that a CARL report may need to be made, depending on the circumstance.

**Doing Activities You Enjoy**

This might include yoga or meditation, exercise, playing video games, shopping, watching TV, going for a walk, meeting a friend for coffee or dinner, cooking or baking, taking a 20 minute nap, listening to music or taking a bath. Take the time to do something that relaxes you as often as possible, in order to keep focused and motivated.

**Counselling Services**

If you feel that you need some extra support and would like to speak with a professional, most education institutions have free counselling services available to students. If you are a Flinders University student, you can contact **(08) 8201 2118** to make an appointment. If you are from another institution or you are not a student and are unsure what services are available to you, you can contact an Inspire Mentor team member for guidance.

Record three things that you enjoy that you will continue to make time to do to reduce stress.

1. 

2. 

3. 
Support & Perks for Mentors

The Inspire Mentor team’s involvement continues once you have been allocated a school and matched with a mentee. We are here for you! We want to know how your mentoring experience is going, what could be improved in the program and any issues that might arise during your match.

Join our Flinders Inspire Mentor Group on Facebook and get connected with other mentors and with the Inspire Mentor team.

An expectation of the program is that you regularly check and respond to emails from the Inspire Mentor team. You will also be invited to lunches, catch-ups and professional development sessions.

As an Inspire Mentor, you receive priority access to Flinders Ignite Mentoring, a professional mentoring program that connects Flinders University students with industry professionals through a one-on-one relationship. Only available to current Flinders students - see http://www.flinders.edu.au/careers/services/mentor/ignite.cfm for more details.

You can receive points towards your Skill Development Certificate, run through the Flinders Careers and Employer Liaison Centre. Committing to mentoring for one hour per week for one term can result in 100 points. Only available to current Flinders students - see www.flinders.edu.au/careers/services/skills-certificate/skills-certificate_home.cfm for more details.

School of Nursing and Midwifery students can get Professional Edge points for being an Inspire Mentor. For more information contact Didy Button, Lecturer at didy.button@flinders.edu.au.

Face-to-face mentors can apply for travel reimbursement for fuel/public transport costs travelling to and from mentoring sessions (conditions apply). Mentors must submit the form available at www.flinders.edu.au/inspire by the cut-off date at the end of each semester.

Regular and clear communication between mentors, the school and the Inspire Mentor team are the key to a successful mentoring experience.
Grievance Procedure

It is our policy to encourage good communication - we will do our utmost to resolve any issues you may have. Outlined below is the process for mentors to follow, should any issues arise.

Contact the Inspire Mentor Program team at inspire@flinders.edu.au or on (08) 8201 2091 to express your concerns. You may instead choose to contact your allocated Inspire Mentor team member directly. We will then follow up your concerns and communicate a resolution to you as soon as practicable.

If you are unhappy with the outcome, contact the Inspire Mentor Program Coordinator at monica.ogierman@flinders.edu.au or on (08) 8201 2970.

If you wish to escalate the issue further, contact the Student Access Unit Manager at lee.pope@flinders.edu.au or on (08) 8201 5580.

Flinders students can also visit www.flinders.edu.au/current-students/policies-procs/rights/student-appeals-complaints-and-grievances.cfm if you would like the matter managed outside of the Inspire Mentor team.
Appendices

Inspire Mentor Program History

The Inspire Mentor Program was established by Flinders University in 2004. Since then, it has grown as a program, engaging new schools, community organisations and mentors. Inspire recruits, screens and trains University, TAFE and other post-secondary education students as volunteer mentors and matches them with upper primary and secondary school students. Mentors are positive role models for their mentees who provide social and emotional wellbeing support, assistance with engagement in learning or can sometimes be just someone to talk to. Not only do mentors assist students throughout their schooling, they can also encourage them to aspire to higher education as an option for their future.

In 2011, Inspire partnered with the Department for Education and Child Development (DECD) e-Mentoring Program, which operates from the Port Augusta School of the Air office. This has allowed mentors to reach students in regional and remote areas, through the use of online technology.

In 2013, the University of Adelaide, Flinders University and the University of South Australia received federal funding for a consortium project titled Journey to Higher Education (JtHE), with the aim of providing support for students from low socioeconomic backgrounds, as well as Aboriginal and Torres Strait Islander people. The application for Higher Education Participation Program funding (HEPPP) was successful and the Inspire Mentor Program became an important component of this project.

In the past, Inspire has recruited volunteers solely from Flinders University. As part of the consortium however, Flinders has been able to expand the Inspire Mentor Program and engage volunteers from all three universities within the consortium, TAFE SA, other educational institutions and university alumni. The Inspire Mentor Program is now being offered to more sites across the state than ever before, including a range of primary and secondary schools, community organisations and alternative learning centres.
The Inspire Group Mentoring Pledge

Together with your mentees, develop a Pledge (an agreement or promise) of how the group will interact during all mentoring sessions. Ask them to commit to this pledge.

The Pledge should be developed in the first session and can be re-visited if the group dynamics become negative or don’t feel quite right. However, it’s important to note there are two non-negotiable points within the Pledge.

**Non-negotiable Pledge Points**

**WE** won’t share anything too personal or inappropriate to the group.

**WE** will keep any personal information that we’ve shared in these sessions confidential (no blabbing to classmates or teachers!)

**Suggested Pledge Points**

**WE** will all listen and support each other.

**WE** will appreciate and respect differences.

**WE** will help each other learn.

**WE** will support each other in reaching individual goals.

**WE** will agree to disagree sometimes

**WE** will have FUN!
Mentor Requirements

**ATTEND** mentoring sessions on time each week.

**NOTIFY** site leader if you cannot attend.

**MAINTAIN** regular contact with the Inspire Mentor team and with the school.

**LOG** your sessions each week on MentorCore.

**MENTOR** for a minimum of 10 weeks.

**RESPOND** to emails and evaluation from the Inspire Mentor team.

**COMMUNICATE** your intention to conclude mentoring with the Inspire Mentor team with as much notice as possible.

**COMPLETE** the Match Closure form at the end of a match and submit forms to the Inspire Mentor Team.

Glossary

**Match**
A mentoring relationship between a mentee and a mentor.

**Mentee**
A primary or secondary school student who is matched with a mentor.

**DCSI Child Related Employment Screening**
A compulsory background check for people working or volunteering with children below 18 years of age conducted by the Department of Communities and Social Inclusion.

**Responding to Abuse and Neglect - Education and Care (RAN EC)**
A compulsory training program for people working or volunteering with children below 18 years of age.

**Site Leader**
An employee who supervises you at your school or community organisation and liaises directly with the Inspire Mentor Team. This will usually be a Principal, Assistant Principal or a School Counsellor.
Match Closure Activity – MENTEE

Name_________________________________ School ________________________________

Date ____/____/______  Time ___:_ ___

Some things I have liked about mentoring are...

The areas that I have improved in are...

I have learnt that I still need to work on...

I would like to know more about...

In the future, I am looking forward to...
Match Closure Activity – MENTOR

Name__________________________________

Date ___/___/____  Time ___:___

Some things I have liked about mentoring are...

I have learned...

I have learnt that I still need to work on...

Mentoring has helped me to...

I would recommend mentoring to other Uni/TAFE students because...