



Learning Mentor Program Manual

Inner Eastern Local Learning and
Employment Network

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Part 1: Overview

1.1 Executive summary and acknowledgement of funders

This manual is a guide for schools to help them engage a community agency partner to facilitate a Learning Mentor Program to support students with literacy and numeracy difficulties.

In 2017 the Inner Eastern Local Learning and Employment Network (IELLEN) established a (pilot) Learning Mentor Program, made possible through funding provided by the School Focused Youth Services (SFYS) to the IELLEN. The IELLEN was funded to develop and implement the program, as well as to develop a program manual for schools in order to assist in the establishment of future like programs to their students. The 2017 program was delivered in a primary and a secondary school, both located within the SFYS and IELLEN catchment areas.

The program aim was to:

- support student engagement with literacy and numeracy learning activities for those identified as being at risk of disengaging, and/or
- those students who had low levels of literacy and numeracy but who were not funded to receive Program for Students with Disabilities (PSD) funding that might support the provision a classroom aide.

The IELLEN formed partnerships with tertiary providers delivering a Diploma or Bachelor of Youth Work. Recruitment of youth work students for placement to undertake the role of voluntary Learning Mentor. This cohort were identified as being likely to have an understanding of issues faced by 'at risk' students and students with learning challenges. Mentors collaborated with class room teachers to ensure that learning tasks were optimised for the students in class time.

1.2 Aims and suggested outcomes

Anticipated Outcomes

- Young people identified as being vulnerable to or showing signs of disengaging from school will be connected to and/or provided with support to remain in school
- Support services will demonstrate success in addressing disengagement and improved positive school engagement
- Increased confidence dealing with written text and verbal skills

Potential Impacts

- Development of mentor relationship between volunteer and student
- Students keep up to date with classwork
- School has greater potential support base with volunteers
- Pilot delivers successful and sustainable education engagement project
- Best practice example of learning mentor relationship established
- Links created with youth work faculties at University in order to offer placement positions

1.3 Program background

School Focused Youth Services, an initiative of the Department of Education and Training (DET), provides support to government, independent and catholic schools in the Cities of Stonnington, Glen Eira and Port Phillip.

The Learning Mentor Program was partly funded by SFYS to support schools to deliver and access a) evidence-based interventions and b) innovative local projects to improve support for identified cohorts, groups and individual students vulnerable to, or showing signs of disengaging, from school. Schools utilising the Learning Mentor Program anticipated that students vulnerable to disengagement from school were provided with supports to a) remain at school and b) that the support provided would address disengagement factors and provide improved positive school engagement.

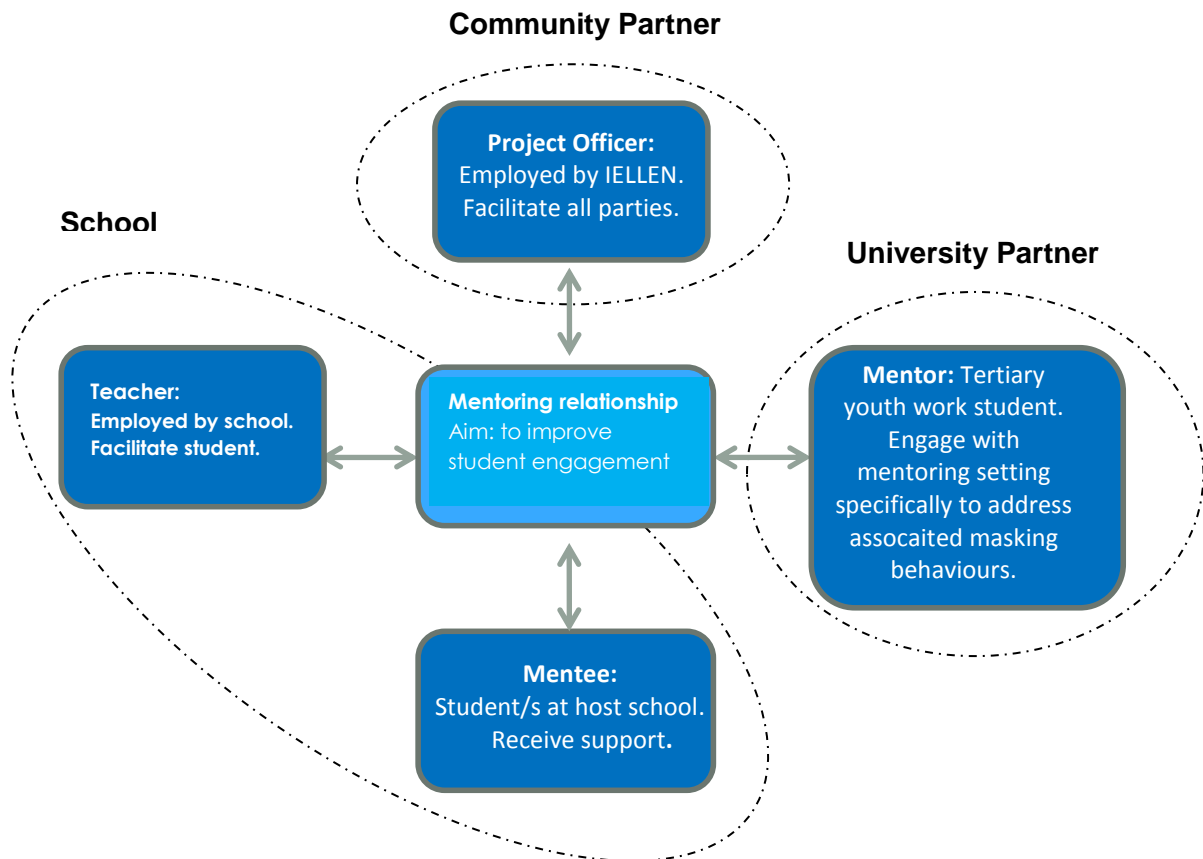
- Evidence from the community and empirical researchers suggests that students' literacy and numeracy challenges impact students' engagement at school and may be driving factor in their disengagement from education. Participation in class activities may be hindered by this factor. Community consultation and research in 2016 identified:
- Literacy and numeracy is a key and common factor in the profile of students disengaging from education secondary schools in the Cities of Stonnington and Port Phillip, with Aboriginal young people in particular overrepresented in this data group
- Many young people have been identified as struggling to remain engaged at school on a regular basis because participation in class activities is hindered by their literacy and numeracy capabilities and may result in associated masking behaviours such as oppositional behaviour presentations
- Teachers in alternative learning settings report that students appreciated having one-on-one time with a volunteer mentor as it enabled them to stay on-task and complete school work during class time. Teachers also report that students appeared to appreciate having one-on-one time with a mentor and were more able to engage with tasks given to them during class time
- An evaluation of a similar project, the Smith Family's Learning Clubs, 89% of students reported that attending Learning Clubs helped them to complete their homework and try harder at school
- Wellbeing workforces in the LGAs of Stonnington, Glen Eira and Port Phillip identify significant literacy and numeracy challenges for many students who are disengaging or highly vulnerable to disengagement from their school. Funding restraints were noted as key drivers of the limited ability of schools and education settings to employ skilled aides in sufficient hours to assist these students; in many cases students did not meet the criteria for Severe Behaviour Disorder (or other classification e.g. Autism, Intellectual Disability) Funding which would support aides or other resources to support students engagement and persistence with learning.
- These factors impact students' ability to enjoy and receive the benefits of being engaged in education; academic progress and social and emotional learning. Further, this factor impacts their ability to re-engage with education after an episode of school disengagement.

1.4 Program Logic

Program Objective: support students engagement with literacy and numeracy learning activities within school						
Problem statement	Inputs	Outputs: Activities	Outputs: Participation	Short-term outcomes 0-10 weeks	Medium-term outcomes	Long-term outcomes
There is an identified gap in the availability of appropriate numeracy and literacy supports for students who are at risk of disengaging but who are not funded to receive PSD funding to provide a Teacher's Aide or other support	<p>Funding</p> <p>Project Officer/program facilitator</p> <p>School staff</p> <p>Undergraduate youth work students fulfilling placement requirements</p> <p>Knowledge and training opportunities through school networks and or youth service organisations</p>	Weekly sessions Literacy and Numeracy Mentors attend class to support identified students with learning activities one on one or within a group setting.	Students who have been identified as being at risk of disengaging and/or who experience issues with low literacy and numeracy skills	<p>Development of relationship between mentor and student</p> <p>Students keep up to date with course work</p>	<p>Increase student's confidence in dealing with written text and verbal skills</p> <p>Decreased incidence of avoidant behaviour in relation to literacy and numeracy related activities</p>	Young people identified as being vulnerable to or showing signs of disengaging from school will be connected to and/or provided with support to remain in school.
<p>Assumptions: Literacy and numeracy is a key and common factor in the profile of students disengaging from education in secondary schools. Participation in class activities is hindered by limited literacy and numeracy capabilities and may result in associated masking behaviours.</p> <p>Youth work students on placement (mentors) have been identified as being more likely to have an understanding of issues faced by 'at risk' students and students with learning challenges. They are more likely to be closer to the age of the secondary students and able to bring specific youth work skills and approaches.</p>				<p>External Factors: Student attendance / students unwilling to participate in program / low interest and availability from students acting as mentors on placement / potential conflict and rapport between mentor and student / mentors not fulfilling their commitment to the program</p>		

1.5 Program model

This chart outlines the interaction between the partners and participants involved in the (pilot) Learning Mentor Program. Key roles and responsibilities for each party are outlined below. Schools looking to implement the program utilising an internal facilitator should consider the roles, responsibilities and resources required of their school and that of the Project Officer position, outlined below:



1.6 Using this resource

This resource was produced to provide schools wishing to deliver a Learning Mentor Program in their own school community with information, processes and templates to assist in the design. While the various sections of this guide have been developed to reflect the various phases and steps in developing and setting up the program, they do not need to be read in consecutive order. School staff are encouraged to access the material aligning with their priorities.

Part 2: Sourcing and Preparing Mentors and Mentees

2.1 Recruitment and screening

This table outlines the key tasks and activities involved in the recruitment and screening of suitable mentors:

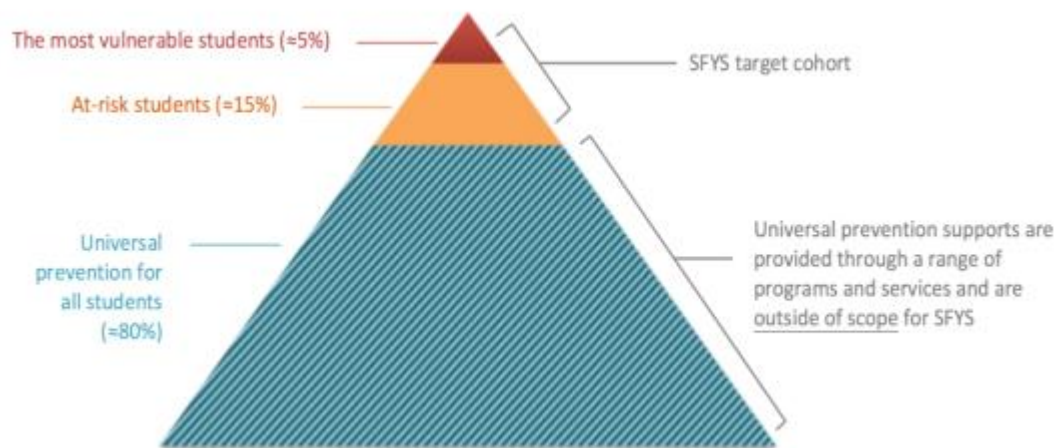
Activities	Task
Recruitment	Development of volunteer application and selection process including: <ul style="list-style-type: none"> • Learning Mentor Position Description • Application Form • promotional material (flyer) • code of conduct
	Liaison with tertiary provider’s youth work faculties to promote positions amongst students and facilitate student briefings in class where possible
	Processing of application forms received including applicant’s resume
Screening	Initial phone interview to assess suitability
	Face-to face Interview with applicant and relevant school staff
	References checked
Selection and commencement	Volunteers who meet the selection criteria to schools satisfaction commence a two week trial period. To commence, mentors should complete/provide the following forms/checks: <ul style="list-style-type: none"> • Working with Children check • Signed code of conduct Where applicants do not meet the selection criteria to the schools satisfaction the school should provide formal notification and where possible offer to refer the volunteer to another school/organisation looking for volunteers/students on placement.

2.2 Identifying students

Classroom teachers, Wellbeing Coordinators and Year Level Coordinators are best placed to identify students who are vulnerable to disengaging from school and who experience low levels of literacy and numeracy skills, and who may engage masking behaviours. Learning mentors may fill a gap for students who fit this profile, but who are ineligible to receive funding through the government Program for Students with a disability (PSD) and therefore do not receive support from a classroom aide.

Students should be selected to participate who have/are showing initial signs or symptoms of difficulty/risk with engagement with school and learning and as requiring more targeted support in addition to the core curriculum. This equates to around 15% of students in line with the Continuum of School Wide Positive Support (CSWPS) model.

A learning mentor is not intended to undertake or replicate the duties of a classroom teacher, or Wellbeing staff. Therefore, they are not sufficiently skilled nor trained to support the small number of students who may require more tertiary level/individualised interventions who have experienced behavioural crises, or tier 3 as per the CSWPS model.



Source: School Focused Youth Service, *Supporting vulnerable young people to remain connected to education, Guidelines 2016-17*

2.3 The mentor training program

Learning mentors can be supported by a schools existing volunteer processes. An initial training session may include:

- Induction to the school
- Literacy and Numeracy Mentor code of conduct and or roles and responsibilities
- Key content about student engagement
- Understanding risk and protective practices and strategies
- Strategies for building student resilience and self-esteem
- Problem solving strategies and how to set and use SMART goals
- Child Safe Standards and requirements of volunteers within a school setting

Depending on the age or profile of the student, additional training opportunities for mentors may be sourced through a school's networks or through community service agencies. For example, additional cohort specific and youth engagement training including: culturally responsive tutoring, Youth Mental Health First Aid etc. was offered to mentors. Local council youth services in your area may be able to assist you with this.

There are a number of free training resources available online through Community Service Agencies, government and education bodies that can be used to support the mentor role some of which can be located through the following organisation links:

- Centre for Multicultural Youth, Out of School Hours Learning Support Program resources <http://cmy.net.au/homework-club-resources>
- Youth Advocacy Council Victoria (YACVIC), Youth Mentoring Hub <http://youthmentoringhub.org.au/>
- Department of Education and Training Child Safe Resources <http://www.education.vic.gov.au/about/programs/health/protect/Pages/childsafestandard.s.aspx>

Mentors participating in the pilot were provided with a resource booklet to supplement initial training. Content was drawn from the above sources.

Part 3: Developing and Running the Program

3.1 Planning

Managing the mentor placement

Balancing the availability and constraints of mentor's time with the school's own timetable may be a major consideration when planning/scheduling a Learning Mentor Program. The number of hours undertaken and the duration of a tertiary student placement will vary depending on the level of qualification the student is undertaking (Certificate IV, Diploma or Bachelor) and which university or TAFE they are attending between. Placement hours for youth work students in Victoria generally range from 150 hours to 300 hours.

A Learning Mentor Code of Conduct and/or roles and responsibilities document can be developed which mentors sign as a commitment to the program. The school should nominate and clearly articulate key contacts for mentors to liaise with and their role within the school as well as in relation to the program. This should be outlined in the Code of Conduct and/or roles and responsibilities document.

In addition, the school should consider their own policies and procedures in relation to parental permission for students to participate in programs.

Mentor supervision in the workplace

Organisations entering into an agreement with a tertiary provider to host a student on placement will be required to nominate a placement supervisor to liaise with the tertiary provider regarding all aspects of the placement and provide regular feedback regarding the students progress. This would likely be a Project Officer or equivalent from the community partner as was the case in the pilot program.

A school could facilitate the program in house but would need to source philanthropic funds to hire a suitably qualified staff member to facilitate all parties and to undertake the role of placement supervisor. Depending on the requirements from the tertiary provider a placement supervisor may need minimum qualifications in social work or youth work.

In addition to the nominated placement supervisor the school must ensure that a qualified and experienced staff member (i.e classroom teacher) supervise the mentor at all times while on placement.

The scheduling and structure of contact hours across term(s) should take into account the following factors:

- Staffing resources (e.g. one-on-one sessions may be unsuitable within the classroom environment, however working with students outside the classroom might prove impractical due to staff restraints)
- Placement structure and requirements
- Student and mentor timetable including outside commitments

Planning for critical events

The development of a risk management plan prior to the commencement of the program can support the development of the model and identify resource requirements. A risk management plan might identify the following:

- Key program contacts and when, how and who needs access
- Processes if a mentor pulls out of the program before its completion
- Processes if a student is no longer able to participate in the program
- Processes should conflict arise within the mentor relationship
- Links to associated child safety policies

3.2 Governance

Memorandum of Understanding

A Memorandum of Understanding (MOU) can be developed between the community partner and the school. An MOU is a documented agreement that sets out how a partnership arrangement will operate. It enables all parties involved in the collaborative activity to see that they are agreeing to the same thing, and provides a solid reference to go back to should disagreements arise. It must be remembered that MOU's are non-legally binding documents, however, they provide necessary structure to the collaborative process and help ensure no unreal expectations arise.

The Victorian Council of Social Services (VCOSS) has developed a set of Partnership Practice Guides, these guides provide information, tools and resources that examine the stages of partnering and outline items for a consideration in an MOU.

Child safety

To ensure the safety of the students participating in the program it is essential that processes that support safe standards for children and young people are embedded within mentor recruitment practices, screening, training and supervision that reduce the risk of child abuse by volunteers. This should include:

- A learning mentor code of conduct or agreement that outlines expectations for suitable and appropriate behaviour with children and young people
- Mentors to site a child safe policy and statement of commitment to child safety
- Mentors trained in child safety standards, reportable matters/Child Protection
- Mentors hold a current and valid Working with Children (WWC) Check card. A volunteer can commence work in a school when they provide a receipt as proof they have applied for a check.
- A police check may be required depending on your schools policies regarding volunteer checks

Victorian Institute of Teaching (VIT) Registration

While it is a legal requirement for all teachers to be registered with VIT, in order to be employed in a school, students on placement and/or school volunteers are not required to be registered.

Supervision requirements

Community partners taking students on placement for the purpose of delivering a literacy and numeracy mentor program will be required to sign a work intergrated learning agreement between the tertialry provider, student and organisation. This agreement outlines the activity the student will be undertaking, and responsibilities of each party. It is the obligation of the tertiary provider to provide a placement supervisor to liaise with the school regarding the student and the placement activity.

Insurance coverage

For students undertaking higher education programs which include Work Intergrated Learning (placement) tertiary providers must maintain personal accident, professional indemnity and public liability to cover students.

3.3 Matching and initiating

School staff, including classroom teachers can consider the following factors when matching mentor and student:

- student learning needs
- how and with which adults students were likely to respond (e.g. gender preference, personality traits, shared interests)
- mentor capabilities
- student subject selection, and any career or education pathway aspirations by the student which might align with the mployment and/or education background of the mentor (Secondary setting)

Classroom teachers can prepare students for the arrival of mentors to their class by informing students ahead of time and outlining; mentor purpose, how students can engage with them and the duration of their placement at the school including contact hours.

Depending on the program model, a school may decide to initiate a 'match' in a number of ways. For example, for the pilot two mentors attended the primary setting to provide support to 12 selected year 5 and 6 students. In this instance mentors might support students one on one and within small groups. To avoid stigmatising selected students classroom teachers may choose not to identify the students to receive support. Instead they might inform the mentors to focus on these students while providing some incidental support to other students as required.

Where a purposeful one-on-one match is made a school can schedule alternate activities and rapport building activities into class time during the first sessions to enable the student to develop trust in the relationship.

3.4 Monitoring, supervision and support

Regular monitoring of participating students by the class room teacher and supervision and briefing with mentors will ensure that any issues for the students, mentor or the match generally are identified early on. Regular supervision/briefing with mentors also provides an opportunity to gather qualitative information that may contribute to program evaluation.

The tertiary provider will allocate each student on placement with a supervisor from within the faculty who supports the student with more clinical supervision and briefing.

Should a school have issues or concerns regarding a mentor's performance, attendance or commitment to the program the school can undertake any or all of the following actions:

- Source and provide relevant training to support mentor in their role
- Refer to and discuss with the mentor the roles and responsibilities as outlined in the Mentor Code of Conduct
- Refer to their school's volunteer and Conflict Resolution policies to inform their actions
- Liaise with the student's supervisor as identified in their Work Intergrated Learning Agreement (placement agreement)

3.5 Closure

Classroom teachers, Wellbeing Officers and program facilitator can work collaboratively to assess the best method to support students upon closure of the mentor/mentee relationship. Classroom teachers can prepare students for the departure of mentors. Over a period of weeks (sessions), host an end of program celebration, or facilitate specific activities with students and mentors to mark the end of the engagement.

Schools should be aware of the possibility that mentors may depart suddenly from the program for personal or health reasons and the implications this may have on students. A school might consider developing a bank of volunteers to draw from in these instances.

3.6 Evaluation of your program

Meaningful evaluation will determine whether a Literacy and Numeracy Mentor Program is meeting its objectives and clarifies what is working, what isn't working and why. The below table outlines some ways in which evaluation can be imbedded into a program so that it can enable your program to be responsive and professional.

Program Participant	Evaluation Method
Mentor	Periodic supervision/briefing Includes standard questions linking to the program aims and objectives regarding: <ul style="list-style-type: none"> • tasks the mentor is undertaking with their student/s • challenges in meeting the student/s learning needs • positive experiences or gains the student/s have made because of the mentors support • difficulties engaging with the student.
	Post program interview
Student mentee	Student Profile Information Basic student profile information captured including: <ul style="list-style-type: none"> • Age/year level • Gender • Cultural background of student and/or family • Previous schooling/education experience • Interests • Career/education pathway aspirations • Preference for gender of Mentor
	Attendance At mentor sessions and engagement levels
	Self evaluation survey regarding student engagement Upon commencement and completion of program
Teacher	Periodic feedback Progress updates and feedback to assist in tracking improvements/issues.
	Evaluation survey on student engagement Upon commencement and completion of program
Other stakeholders wellbeing staff, year level coordinators, community partner	Evaluation surveys, interviews and feedback regarding impact and refinement of the model Periodic and ongoing

Quantitative Measures:

The Strength and Difficulties Questionnaire (SDQ) was used in the pilot to capture quantitative data regarding behavioural changes in participating students. Classroom Teachers completed the questionnaire upon commencement and completion of the program.

The SDQ is a brief behavioural screening questionnaire administered to 4-17 year olds. The SDQ provides four scales representing separate problems: Emotional symptoms; Conduct Problems; Hyperactivity and Peer Problems. These four scales are summed to provide a Total Difficulties score. In addition there is a five item Prosocial scale that measures positive behaviours and an Impact scale which measures the extent of the impact of the child's difficulties on the family, school and wider community.

3.7 Identify trends, share benefits and learning

Embedding evaluation within your Learning Mentor Program will allow you to draw from qualitative information for use in the development of case studies and quantitative data to track student and program progress. It may also assist in the acquittal of funds should you have applied grant money to deliver this program.

Below are some suggestions for how to utilise evaluation to share your programs benefits and learning to the school community and beyond:

- Use in power point presentations on the school's website
- Present it to tertiary students to attract them to do a placement or project
- Add it to funding applications to demonstrate what you have achieved and ways your school could be improved even further with additional funding
- Develop a plan of short and long term goals in response to the evaluation results
- Use it as evidence for reports to the school community to illustrate the progress made over the past year and successful innovations
- Hold an end of program/year event with Learning Mentor Program participants and key partners to celebrate successes and report back on evaluation findings
- Present key findings at parent/student information sessions about your program
- When recruiting students on placement for your program, use current mentors quotes and positive feedback from the evaluation to support recruitment
- Share it with other schools to enable learning from different methodologies and brainstorm solutions to common challenges

Appendices

A. Strength and Difficulties Questionnaire

Located at: <http://www.sdqinfo.com/>

Strengths and Difficulties Questionnaire

P or T 11-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of this young person's behaviour over the last six months or this school year.

Young person's name

Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other youth, for example books, games, food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would rather be alone than with other youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other youth or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good attention span, sees tasks through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Learning Mentor Position Description

Position title	Volunteer Learning Mentor
Position overview	Mentors support individuals or small groups of students with learning in a classroom setting. Mentors collaborate with classroom teachers to ensure that literacy and numeracy tasks are optimized for the student/s.
Duties/tasks	<ul style="list-style-type: none"> • Support students to engage with learning activities within a class setting • Collaborate with class room teachers to ensure that learning activities are optimized for the student/s • Provide regular feedback to school staff Learning Mentor Project Officer where required
Works with	<ul style="list-style-type: none"> • Selected students from host school • Teachers from host school • Other volunteer Learning Mentors • Learning Mentor Project Officer
Supervisors	<ul style="list-style-type: none"> • Classroom teachers • Learning Mentor Project Officer
Skills, knowledge and personal attributes	<ul style="list-style-type: none"> • Passionate about children and young people and their education • Adaptable/flexible attitude • Committed • Good communication skills and competency in English • Ability to be non-judgemental and respect students' confidentiality/boundaries • Ability to take initiative and to work within the guidelines outlined in training, induction and orientation session • Able to build positive relationship with children and school staff
Location and hours of work	<ul style="list-style-type: none"> • [Insert partner school address and hours of attendance]
Other requirements of the role	<ul style="list-style-type: none"> • Current valid Working with Children check • All volunteers must attend an induction session and ongoing supervision with access to training opportunities throughout.
Outline of process for applications	<ul style="list-style-type: none"> • Submit resume and completed application form • Interview to assess suitability • All parties (student placement, partner organisation and school) agree to proceed • Attend training/induction session facilitated by partner organisation • Weekly Mentoring begins

C. Learning Mentor Volunteer Agreement

This document is intended to be a guide and not a legally binding contract.

1. You are a Volunteer

The position of Learning Mentor under the auspice of the community partner agency is a volunteer position. This means that, if you accept the role, you perform all duties on a voluntary basis and you will not receive remuneration or payment for your work.

2. Learning Mentor Roles and Responsibilities

Learning mentors who understand the extent of their role, and the responsibilities and rights it carries will better be able to create a safe and supportive learning environment for students. Read the following list of mentor rights and responsibilities, and discuss any points with The Learning Mentor Project Officer if needed.

MENTOR RESPONSIBILITIES	MENTOR RIGHTS
To develop a positive relationship with the students and to provide a role model	To receive timely and accurate information about Mentoring styles and approaches
To support the student in accordance with the goals identified by the student and/or classroom teacher	To have a fair and transparent selection process
To follow teaching and learning approaches in place at the school	To have a position description for role clarity and agreed working hours
To work in accordance with the Literacy and Numeracy Mentor Program and school policies	To have access to the Project Officer by phone and email
To report student progress and voice any issues or concerns with the coordinator	To receive an induction or orientation to the role of Learning Mentor
To be reliable and attend consistently, as negotiated, and to notify the Project Officer if unable to attend	To have access to supervision, training and support, including support for dealing with difficult or distressing situations
To respect confidentiality, unless there are well founded reasons to report information	To be advised of policies and practices relating to the role, including guidelines and boundaries
To work in a supervised or public area and to notify the classroom teacher if the area will be unattended	To say no if you are asked to do something you do not feel comfortable with
To participate in ongoing training and volunteer support meetings	To have access to conflict resolution procedures
To provide feedback and participate in program evaluation as required	To be adequately covered by insurance

4. Volunteer Code of Conduct

Learning Mentor's must abide by the volunteer policy set out by the partner school and the Learning Mentor Program Volunteer Agreement. The Agreement clearly outlines the minimum behavioural accountabilities and attitudes expected of them while undertaking the role. *See partner school/ Volunteer Policy

3. Key Contacts

Contact	Phone Numbers		
	Daytime	Mobile	Out of Hours
Community Partner Project Officer			
School Key contact			

4. Role Description and details

*See Learning Mentor Position Description

5. The Health and Safety of Others

The role of Learning Mentor will be undertaken on site at the School. Volunteers must therefore abide by all relevant School Occupational Health and Safety policies and accident procedures.

*See related school policies

6. Induction and training required before you start in the volunteer role

The community agency partner and the school are committed to providing suitable training in support of health and safety, discrimination and privacy policies. For this reason Learning Mentors will undertake training relating to the role with community agency partner prior to commencing their volunteer position.

The school will provide an orientation/induction session to volunteers on their first day at the school as Learning Mentors. Volunteers will be introduced to the culture of the organisation as well as completing appropriate administrative processes.

6. Information we require before you start in the volunteer role

Before you can commence the volunteer role, we need the following information: Working with Children Check, reference check, signed volunteer agreement. Mentors will undergo training in the Child Safety Standards and will be required to sign a Statement of Commitment to Child Safety.

7. Insurance

We are committed to providing adequate insurance cover for volunteers whilst carrying out their volunteering roles that have been approved and authorised by us.

Please sign to acknowledge that you have read this Volunteer Agreement and have had an opportunity to ask questions.

Volunteer Full Name _____

Volunteer signature _____

Date _____