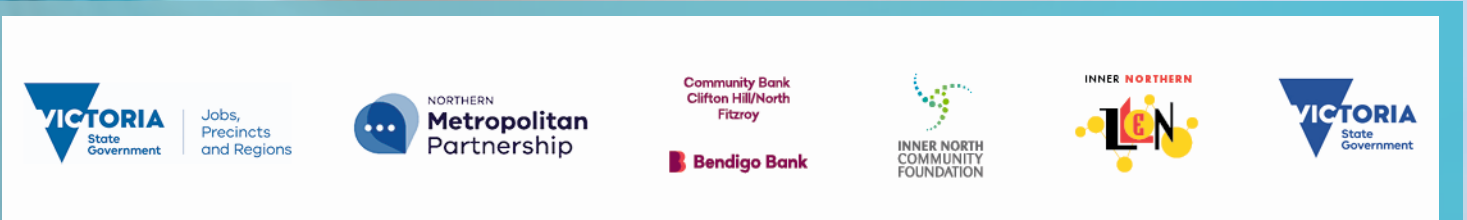




# 2023 Mentor Training Mentoring Matters Part 1



# Welcome and House Keeping

**Presenter:**

Rochelle Darby

INLLEN Manager School to Work  
Program

**Duration:**

2.5 hours

**Breaks:**

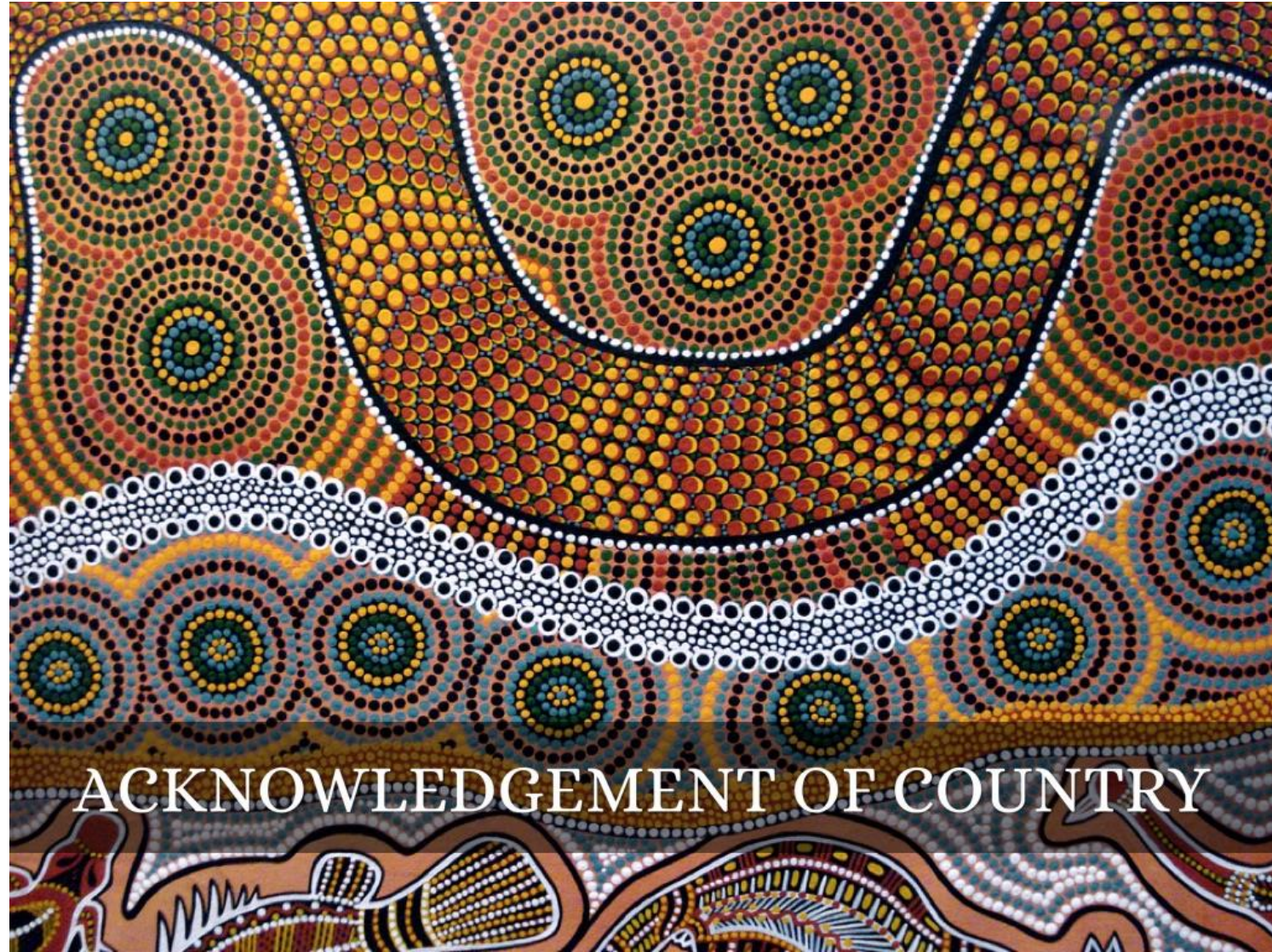
One quick 5 min break

**Phones:**

Please turn off or place on silent



# Acknowledgement of Country



# Training Session 1 Overview

- Overview of the Program
- **Defining youth mentoring and the benefits**
- Vocational Mentoring Exchange Overview
- **Overview Volunteer's VME Code of Conduct and responsibilities**
- Vic. Child Safe Standards, duty of care, confidentiality and disclosure
- **Boundaries**
- Students - Gen Z
- **A Mentor's perspective**
- Awareness of trauma
- **Mentoring phases**
- Challenging behaviours
- **Managing expectations**







## Ice Breaker

Please introduce yourself and provide a brief overview of your background. (elevator pitch)

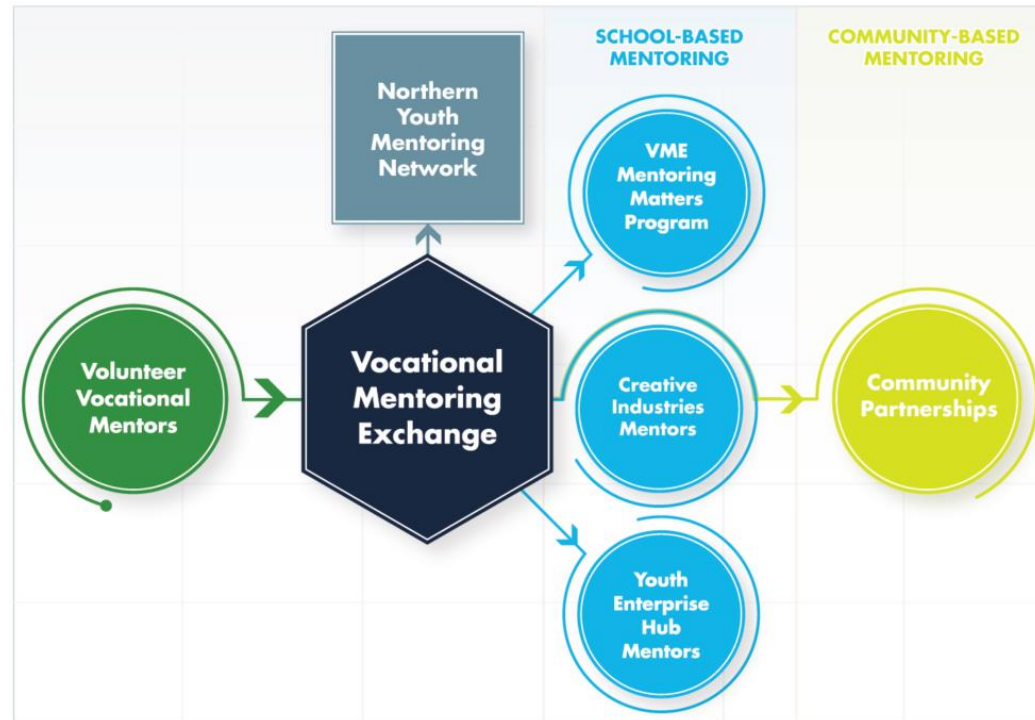
Then we will share two truths and a lie and we need to guess the lie

## **Section 1**

### VME Overview

- **Vocational Mentoring Exchange**
- **Roles Within The Program & Overview**
- **What Is VCAL and the VCE Vocational Major**
- **Youth Mentoring**
- **Vocational Mentors**
- **Matching Process**

# Vocational Mentoring Exchange



## Mentoring Matters

Piloted in 2017

Collaborative project with school partners

## Creative Industries - Music

Specific goal / program related mentoring

## Youth Enterprise Hub

Entrepreneurial skilled mentors

## Community Partnerships

Specific goal / program related mentoring

# 2020 – 2022 Impact





# Roles Within the Program

- **INLLEN**

- Rochelle Darby, Manager School to Work Program
- Yu-Wen Chien, Manager Industry Partnerships

- **Schools**

- Leadership Team
- VCAL / VCE Vocational Major Classroom Teacher
- Careers Practitioner
- Wellbeing Team



**WILLIAM RUTHVEN  
SECONDARY COLLEGE**



# VCAL and the VCE Vocational Major



## Victorian Certificate of Applied Learning (VCAL)

- For Year 11 and 12 students (Year 12 2023)
- Designed to prepare students for further education, training or employment by providing them with work related experience, literacy and numeracy skills, and opportunity to develop personal skills
- **Flexible and competency based hands-on curriculum**
- 2020 Firth Review will see VCAL and VCE blended back into one senior certificate for 2023

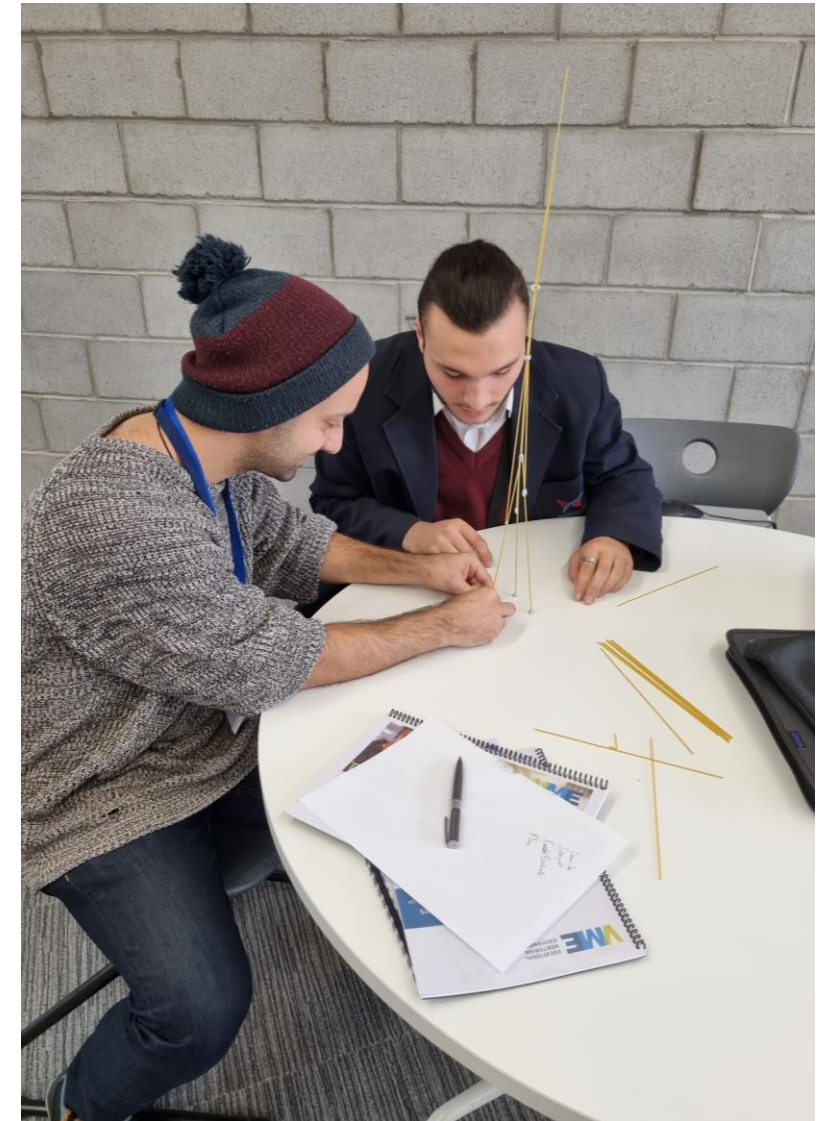
## Victorian Certificate of Education Vocational Major (VCE VM)

- For Year 11 and 12 students (Year 11 2023)
- VCE has pathways to university, higher-level TAFE or VET certificate courses, apprenticeships, traineeships and the workforce
- **VCE VM is a 2-year program within the VCE (Year 11 students 2023)**
- Designed to develop personal and practical life skills, helping students to prepare for the next important stage of their life
- **Students must complete at least 16 units including:**
  - VCE VM Literacy or VCE English
  - VCE VM Numeracy or VCE Mathematics
  - **VCE VM Work Related Skills**
  - VCE VM Personal Development Skills
  - VET at a Certificate II level or above (180hrs)

# What is Youth 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.**





# What is a Vocational Mentor?

## Mentoring Matters Program

Mentors draw on their own career/life experience and networks to guide in-class discussion, activities, assist with an excursion, overseen by the class teacher.

Mentors embark on a journey of discovery with students to explore, understand and identify career aspirations.





# Who are the students that you will be working with?

- Hands on/practical learners
- **Diverse and wide ranging in abilities**
- Resilient
- **Once engaged, capable of achieving great things**
- Socially/economically disadvantaged
- **Low levels of confidence and aspirations**
- Lower levels of numeracy/literacy than VCE peers
- **Can feel overwhelmed**
- Soft skills, especially communication, underdeveloped
- **Multiple challenges**



# Benefits of Mentoring

## Activity 1

### ACTIVITY 1

- Did you / do you have a Mentor?
- Have you ever mentored young people before?
- What benefits do you see in mentoring for:
  - Young people
  - Community
  - Mentors
- Why did you decide to become a mentor and what do you hope to gain?

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

*Sir Winston Churchill*

inspire

VME  
MENTORING MATTERS

# Matching Process

VME Mentor Application Form & Interview

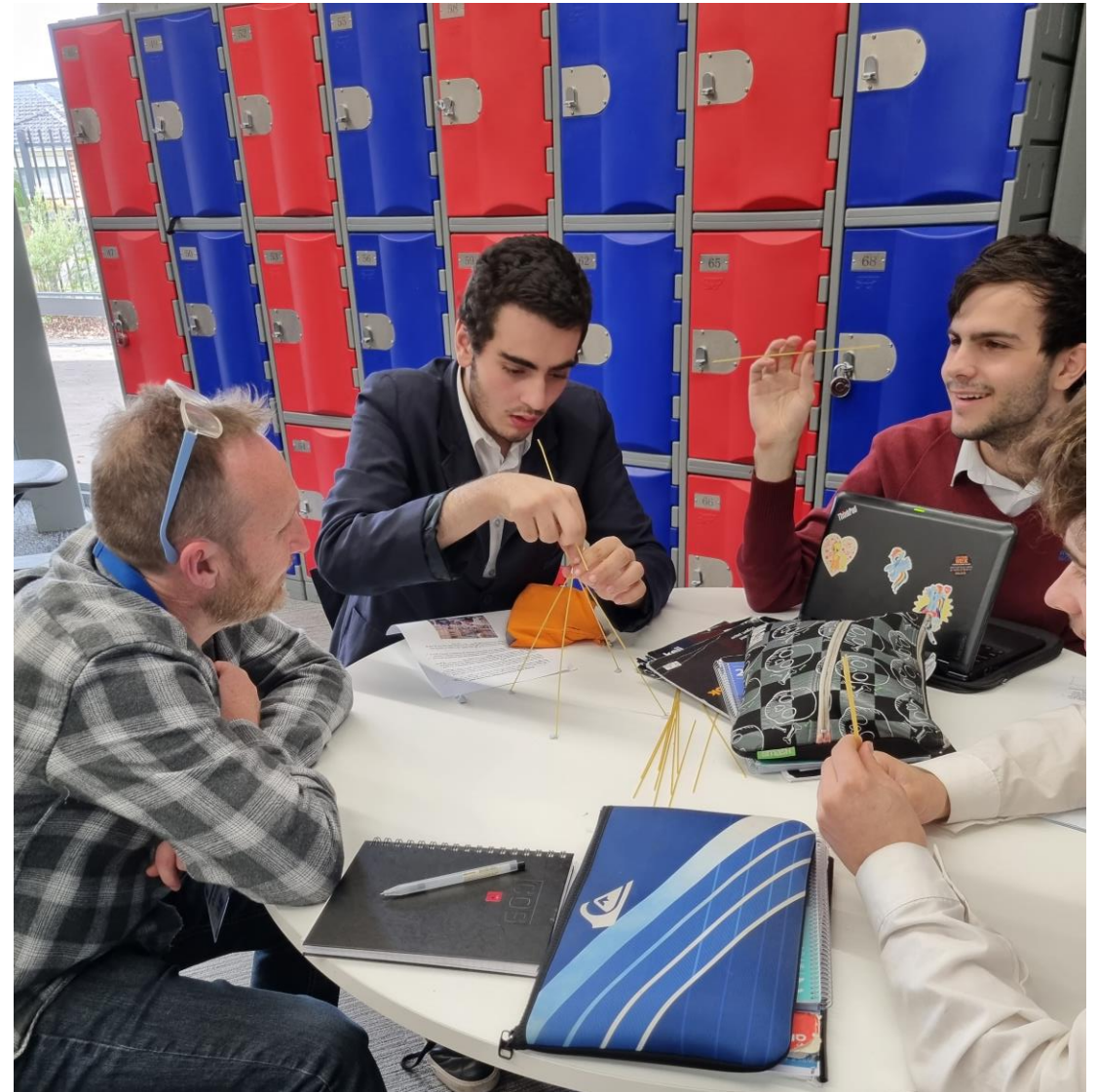
Information provided by students & teachers

Meeting with school to match mentors post induction session

Professional background

Interests & hobbies

Personality





# Expectations & Questions

## Activity 2

### ACTIVITY 2

- **What do you expect to gain from the training sessions?**
- **What questions do you have about the Program?**  
Write them down and we will come back to your questions at the end of the second session.

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## Section 2 Mentoring

- **Form and mode of VME mentoring**
- **Focus of VME mentoring**
- **Model of VME mentoring**
- **Mentor personal attributes and role**
- **Volunteer VME code of conduct**
- **Mentor and VME responsibilities**

# VME Mentoring

## **FORM**

Formal Mentoring (Program-based mentoring)

## **MODE**

Face-to-face mentoring

- Only on school grounds, in class with the exception of the industry excursion
- Within eyesight of the teacher(s)
- Only in school hours as set within the class timetable
- Specified times to meet the school and class needs
- Mentoring sessions led by the teacher in collaboration with mentors
- Small groups of 3 (ideally)

**RESOURCES – Mentor Guide, Program Framework and Tool Box Activities**

## Mentor Focus

### Primary Focuses:

- **Vocational - education, training & employment**
- Strengthening Mentee Career Action Plan
- Building aspiration, confidence, soft skills and awareness of the world of work

### An associated outcome:

- Social and emotional wellbeing support may also arise as a result of the mentoring relationship



# The Mentor

- Good Listener
- Non Judgemental
- Respects other's values, cultures and viewpoints
- Sees solutions rather than barriers
- Reliable and consistent
- Committed to the program





# The Role of the Mentor

## A Mentor is:

- Sounding Board
- Motivator
- Confidante
- Supporter
- Guide
- Resource
- Role model
- Advisor

## A Mentor is not

- Rescuer
- Parent
- Foster parent
- ATM
- Cool peer
- Psychologist
- Counsellor
- Social worker
- Teacher
- Coach



## Mentor Codes of Conduct

- **Outlines the VME & INLLEN's behavioural expectations while you perform your volunteering role**
- **Requires all VME Volunteers to read and sign the 2 Codes of Conduct**
  - VME Mentor Code of Conduct
  - INLLEN Child Safe Code of Conduct
- **VME Volunteers will receive support and be re-trained as required**
- **Return signed copies to INLLEN / Better Impact**



## Mentor Responsibilities

- Report any incidents of concern to the class teacher and INLLEN
- Report any accident to the class teacher and INLLEN
- Be aware of and follow relevant school policies, procedures and OH&S requirements as outlined during the mentor induction
- Keep INLLEN informed of any changes to your ability to volunteer
- Act in accordance with the Codes of Conduct
- Sign in via the school system (advised in your induction)
- Wear your VME identification on a lanyard
- Complete evaluations and surveys as requested
- Have fun!

# Building Relationships

## Activity 3

### ACTIVITY 3

#### Starting the vocational mentoring conversation with your mentee

What are your vocational skills, experience and general interests you bring to mentoring?

What are some of the discussions you can start to have with your mentee(s)?

Share your ideas and strategies to engage and inspire

- 2-3 ideas per person

inspire





VOCATIONAL  
MENTORING  
EXCHANGE

5 minute break

## Section 3

### Safeguarding Students

- **Victorian Child Safe Standards**
- **Duty of care**
- **Confidentiality**
- **Disclosure**

# Victoria's Child Safe Standards July 2022

**The 11 Standards set out minimum requirements and outline the actions organisations must take to keep children and young people safe**

**The Standards include specific requirements:**

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- in relation to governance, systems and processes to keep children and young people safe.

## **Standard 6**

**People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice**

# Duty of Care

Includes the following components:

- Physical
- Emotional
- Psychological





# Confidentiality



You are bound by privacy laws and the VME Volunteer's Code of Conduct.

Do not share personal discussion points from your student and your sessions with anyone other than the teacher or an INLLEN staff member.

# Confidentiality

There are three levels of Confidential Information

1. **Delicate Information**
2. **Issues of Concern**
3. **Mandatory reporting**



# Confidentiality Delicate Information

**1. Delicate Information** includes topics such as:

- sex
- peer pressure
- hygiene
- behaviour
- school performance
- self image
- financial situations
- cultural or sexual identity



# Confidentiality

## Issues of Concern

**2. Issues of Concern** may include the following:

- Drug and alcohol use
- Illegal activity
- Unsafe sexual practises
- Bullying
- Discrimination

**These should be disclosed to the teacher and advise INLLEN**





# Confidentiality Mandatory Reporting

## You must disclose:

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



# Confidentiality

## Managing Disclosure

- Refer to boundaries (which will include disclosure)
- Speak to your mentee about disclosing
- Inform them that you must disclose and that you need to discuss the issue with the teacher who may be able to help
- Tell them that you care about their wellbeing and safety
- By disclosing to the teacher they may be able to access the necessary support required (don't make any promises)
- The teacher and the school will determine the next course of action

# Boundaries

Time

Money

Self disclosure (personal details)

Contact outside the program  
(including social media / email)

Contact after the program



## Section 4

### Understanding Gen Z

- **Students of today**
- **Gen Z**
- **VME Mentor Experiences**
- **Being an Adolescent**
- **Trauma Informed Practice**



# The Generations

CATEGORY	BUILDERS	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN ALPHA
<b>Slang terms</b>	 <p>We prefer proper English if you please</p> <p>Born: &lt; 1946 Age: 74+</p>	 <p>Be cool Peace Groovy Way out</p> <p>Born: 1946-1964 Age: 55-73</p>	 <p>Dude Ace Rad As if Wicked</p> <p>Born: 1965-1979 Age: 40-54</p>	 <p>Bling Funky Doh Foshizz Whassup?</p> <p>Born: 1980-1994 Age: 25-39</p>	 <p>🔥 Fam GOAT Slay Yass queen</p> <p>Born: 1995-2009 Age: 10-24</p>	 <p>lit yeet hundo oof rn idrc</p> <p>Born: 2010-2024 Age: under 10</p>
<b>Social markers</b>	World War II 1939-1945	Moon landing 1969	Stock market crash 1987	September 11 2001	GFC 2008	Trump / Brexit 2016
<b>Iconic cars</b>	 Model T Ford Final, 1927	 Ford Mustang 1964	 Holden Commodore 1978	 Toyota Prius 1997	 Tesla Model S 2012	 Autonomous vehicles 2020s
<b>Iconic toys</b>	 Roller skates	 Frisbee	 Rubix cube	 BMX bike	 Folding scooter	 Fidget spinner
<b>Music devices</b>	 Record player LP, 1948	 Audio cassette 1962	 Walkman 1979	 iPod 2001	 Spotify 2008	 Smart speakers Now
<b>Leadership style</b> L - Leader l - New leaders	 Controlling	 Directing	 Coordinating	 Guiding	 Empowering	 Inspiring
<b>Ideal leader</b>	Commander	Thinker	Doer	Supporter	Collaborator	Co-creator
<b>Learning style</b>	Formal	Structured	Participative	Interactive	Multi-modal	Virtual
<b>Influence/advice</b>	Officials	Experts	Practitioners	Peers	Forums	Chatbots
<b>Marketing</b>	Print (traditional)	Broadcast (mass)	Direct (targeted)	Online (linked)	Digital (social)	In situ (real-time)

# The Students of Today Gen Z

- Born between 1995 – 2009
- 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)
- Currently aged between 14 and 28
- “Digital Natives”
- 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





Tech natives

Visual

Global

Social but can be isolated

They like to collaborate

Confident in abilities

Have voice and vision


Curious

Can challenge hierarchy

Open to change / adaption

Receptive to feedback





Don't be ageist  
Understand their values  
Approach as equals  
Build rapport  
Be genuine  
Be relaxed  
Recognise and acknowledge  
Use tech to enhance  
not replace







Communication

**COVID**

Mental health considerations

Hands on learners

Experienced trauma

Health issues

Low literacy and numeracy

Confident

Mixed Attendance

Passionate

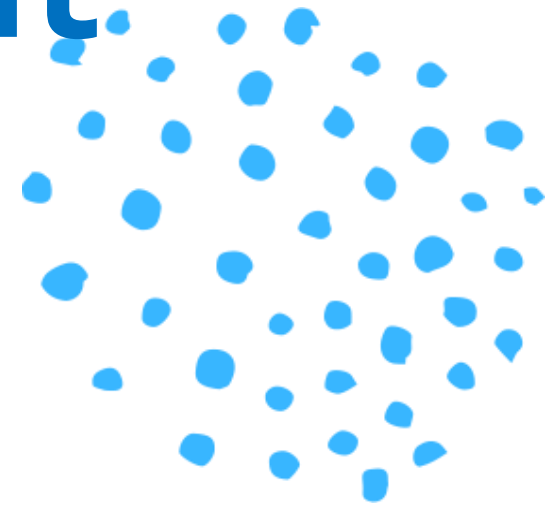
Neuro diverse

Driven

**Student**

**Cohort**

**2022**



# Being an Adolescent

## Activity 4

### ACTIVITY 4

- **What are some similar challenges from your adolescence that remain today (socially or vocational)?**
- **What are some new challenges young people would face today that were not around when you were young?**

inspire

# BEING AN ADOLESCENT

Physical development

Family issues

Social economic status

Coping with peer pressure and influence

Finding your tribe

Getting a start in an industry

Gaining relevant workplace experience

Social media and digital technology

Where to next after school





# Awareness of Trauma

Death of a loved one

Surviving violence (torture, persecution, abuse, rape, domestic violence, sexual violence)

Witnessing acts of violence

Severe illness or injury

Loss of home, roots or income

Being forcibly displaced (refugees, internally displaced, asylum seekers)

Living through a crisis, emergency situation, pandemic, conflict, war or natural disaster.



# Mental and Physical Signs of Trauma

- Anxiety
- Hearing problems
- Lethargy and physical fatigue
- Night terrors and sleeplessness
- Panic attacks
- Poor concentration
- Racing heartbeat
- Returning headaches
- Shortness of breath
- Stomach issues
- Ticks and obsessive behaviours



## Coping with Stress and Trauma

- Worry about things outside their control
- Judging and criticising themselves and others
- Trying to ignore and hold back negative emotions feelings and thoughts
- Telling themselves that negative thoughts and feelings will go away – but they don't
- Avoiding and redirecting negative feelings that place additional tension and stress on yourself and others
- Focusing on the past too much and thinking what could have been different or done better (re-living images and stories over and over again)
- Overly occupied with the future, worrying about what will happen and trying to protect themselves and others of a future that is unknown
- Inability to be fully present in the moment and in the life they are living

## How to Help

Don't judge  
Don't minimize their feelings  
Be patient

Focus their attention to the present

Focus on their strengths and  
what they can control

Creating awareness of

- thoughts
- emotions and
- experiences in the moment





## Section 5 Mentoring

- **Stages of Mentoring**
- **Meeting strategies**
- **Building trust**
- **Dealing with challenging behaviour**

# Phases of Mentoring

## Phase 1

### Phase 1

#### Beginning of the match

Characteristics include the following:

- Getting to know each other
- First impressions
- Looking for positives
- Bonding

# Initial Meeting Strategies

Make eye contact and address the young person directly

Only hold eye contact if they are comfortable doing this

COVID safe greeting that the student is comfortable with

Ask open-ended questions without quizzing them and tell a bit about yourself

Don't try to be anything but yourself and only act in a way that is genuine

Smile and be friendly but don't be too confident



# Building Trust

Be 100% in the moment not distracted

Be consistent

Ensure they are comfortable and feel safe

Be yourself

Be a good example / Role Model

See them as a person not as a cause



# Phases of Mentoring

## Phase 2

### Phase 2

#### Challenging and Testing

Characteristics include the following:

- Rethink first impressions
- May challenge mentor
- Difficult emotions may arise
- Testing phase

## Challenging Behaviour

- Remain calm
- Focus on the behaviour and not the person
- Don't take challenging behaviour as a personal attack
- Explain how the behaviour makes you feel but no 'guilt trips'
- Discuss the issue if the mentee is willing
- Seek assistance from the teacher in the room if required
- Be a friend and not a disciplinarian

## Phases of Mentoring Phase 3

### Phase 3 Real Mentoring

Characteristics include the following:

- Trust is established
- Growth in young person
- A connection is formed with the Mentor

## Phases of Mentoring Phase 4

### Phase 4 Closure / Ending

Characteristics include the following:

- Prepare for closure
- Time for reflection and celebration
- No further direct contact



## Mentor Support In and Out of the Classroom

- **Mentor Induction** - The classroom teacher will give you some insight, understanding and strategies to assist Mentors to engage with the students prior to the program commencing
- **Mentoring Sessions** - The teacher will be in the classroom for each session and there to assist if a student or you are struggling. Fellow mentors are also a great source of support
- The teacher is responsible for student behaviour management
- **Outside of Sessions** – The teacher will make time available pre or post session to briefly catch up with mentors. You will also have their email address.
- INLLEN is here to support you
- Mid-point mentor catch-ups with INLLEN
- My Impact App

# Managing Expectations

Ask yourself if they are realistic or unrealistic

Focus on building the relationship and program tasks

Accept them – don't discipline them

Meet the students where they are at

It's okay and normal to question your abilities

Be prepared to share your own experiences and integrate discussion into the tasks



## Summary of Key Points

- There is a process for matching mentors and mentees
- Motivation is important. What is motivating you?
- Intertwine your knowledge and experience into the tasks
- Maintain boundaries
- Disclose immediately to the teacher, as required
- Be consistent, reliable and committed
- Communicate with the school and INLLEN if absent or experiencing challenges
- Follow the activities and program to guide the students.
- Next week ... the Mentoring Matters Program

Questions







VOCATIONAL  
MENTORING  
EXCHANGE

# Vocational Mentoring

Part 2 : The Mentoring Matters Program  
Next week



Jobs,  
Precincts  
and Regions



NORTHERN  
Metropolitan  
Partnership

Community Bank  
Clifton Hill/North  
Fitzroy

