

## MATCHING POLICY - MENTORING

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### PURPOSE

This policy provides guidelines to ensure the successful participation of young people and mentors with Sparkways Mentoring by providing consistent and respectful mentor/mentee matching

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### POLICY STATEMENT

### GUIDING PRINCIPLES


Sparkways is committed to:

- the provision of quality services to vulnerable young people and children in a safe environment
- ensuring that all participants are aware of Sparkways Young Person Safety and Code of Conduct policies prior to matching
- when determining the most appropriate mentor for the young person, considering the young person's needs and circumstances, as well as consulting with a parent/guardian (where appropriate) and the mentor.
- Ensuring that all volunteer mentors, young people and parent/guardians understand that overnight stays should not occur under any circumstances and that any breach of this will automatically result in the cessation of the match.

### SCOPE

This policy applies to all Volunteer Mentors, young people, parents/guardians (where applicable) and Sparkways Mentoring Staff

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|  <b>RESPONSIBILITIES</b>   | Sparkways<br>Mentoring Staff | Volunteer<br>Mentors | Young People | Parent/<br>Guardian |
|---|------------------------------|----------------------|--------------|---------------------|
| Review the application, interview notes, and personal interest information of both the mentor and mentee to determine match suitability   | X                            |                      |              |                     |
| Determine the suitability of a Mentor and Mentee Match based on the following criteria: <ul style="list-style-type: none"> <li>• Preferences of the mentor, mentee, and or parent/guardian</li> <li>• Age and Gender</li> <li>• Common interests</li> <li>• Geographic proximity</li> <li>• Complimentary personalities</li> </ul> With main consideration given to the mentees needs and preferences | X                            |                      |              |                     |
| Ensure that all screening processes have been satisfactorily completed for both mentor and mentee and they meet the eligibility criteria prior to matching (refer Eligibility Policy and Mentoring Screening Policy)  | X                            |                      |              |                     |
| Ensure that the matching process is fair and equitable, and all young people are given equal consideration when identifying potential match participants  | X                            |                      |              |                     |
| Work with young people and families to determine the needs of the young person, when identifying potential mentors  | X                            |                      |              |                     |
| Utilise language services to support communication at match meetings, where required.   | X                            |                      |              |                     |
| Arrange and facilitate the match meeting of the mentor, mentee and parent/guardian ( where appropriate) at an agreed location of the mentee and/or parent/ guardian.  | X                            |                      |              |                     |
| Ensure a respectful and honest approach at the Match Meeting  | X                            | X                    | X            | X                   |
| Discuss and ensure all parties understand that overnight stays should not occur under any circumstances and that any breach of this will automatically result in the cessation of the match   | X                            | X                    | X            | X                   |
| Discuss any concerns with the Program Coordinator   |                              | X                    | X            | X                   |
| Ensure all documentation and match agreements are completed by all parties (refer attachments)  | X                            | X                    | X            | X                   |
| Ensure any changes to personal circumstances that may impact the capacity to fulfil the 12-month program are notified to the Program Coordinator  |                              | X                    | X            | X                   |



## BACKGROUND AND LEGISLATION

### LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Privacy Act 1988(Cth)
- Information Privacy Act 2000(Vic)
- Victorian Child Safe Standards
- Social Services Regulatory Scheme and Standards

**The most current amendments to listed legislation can be found at:**

Victorian Legislation – Victorian Law Today: [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)  
Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://www.legislation.gov.au)



## SOURCES AND RELATED POLICIES

### RELATED POLICIES

- Young Person Safety Policy
- Code of Conduct Policy
- Mentoring Screening Policy
- Eligibility Policy
- Inclusion and Equity Policy
- Privacy and Confidentiality Policy
- Match Supervision Policy



## EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, Sparkways will:

- seek feedback from people affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required



## ATTACHMENTS

- Attachment 1: Match Agreement
- Attachment 2: Match Meeting Action plan
- Attachment 3: Match Activity List
- Attachment 4: Match Meeting Check List
- Attachment 5: Goal Planning



## AUTHORISATION

This policy was endorsed by Sparkways on 20/06/2024

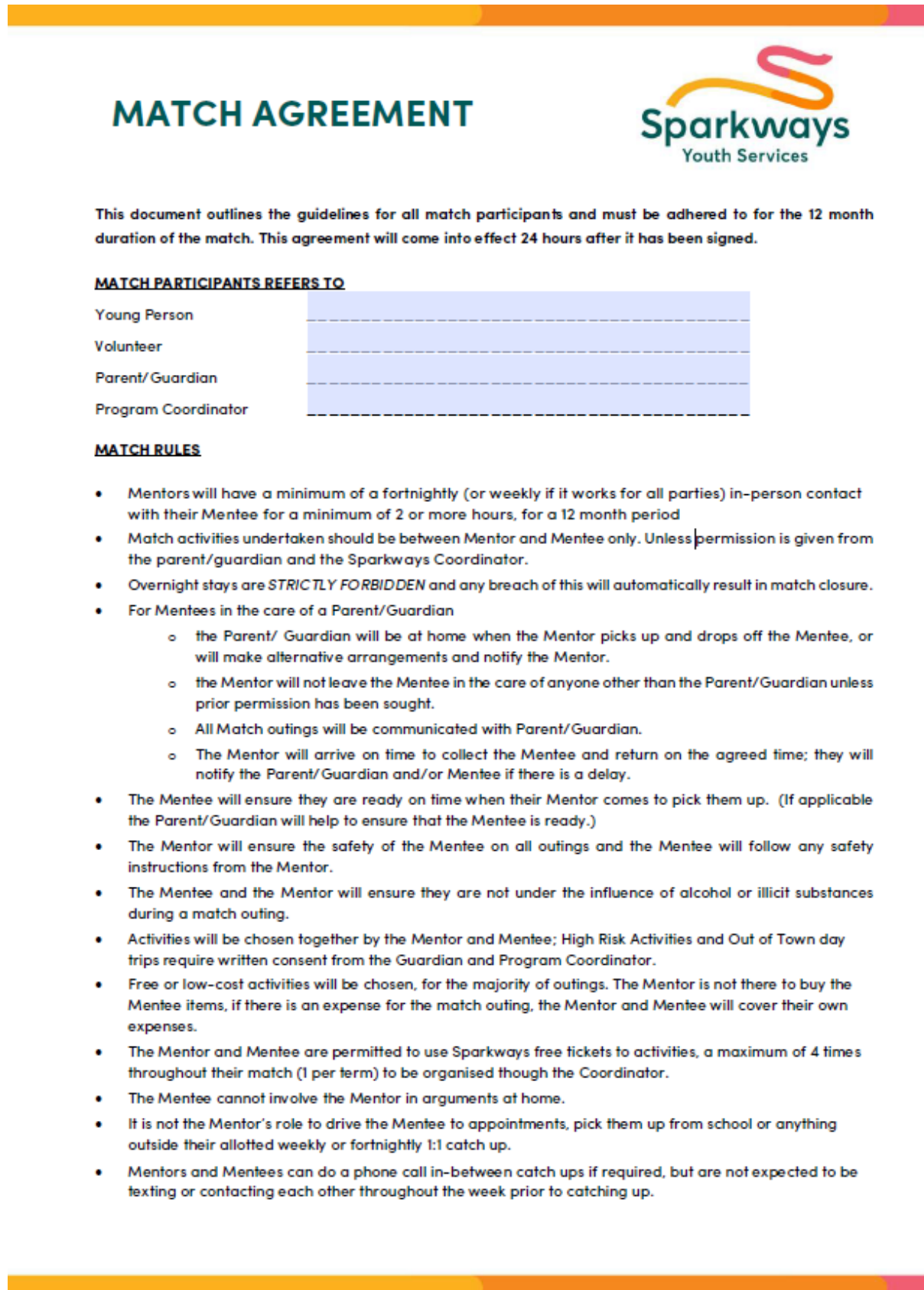
REVIEW DUE: June 2025

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# ATTACHMENT 1

## MATCH AGREEMENT

(Image only; Access from program resources)



- Mentors are not case workers or social workers, they are there to build a role model relationship /friendship
- The Mentees goals will be explored throughout the match under the 4 pillars of support - Social Connections, Community Connections, Health & Wellbeing and Growth & Development.
- The match will graduate after 12 months with a supported taper off period beginning at the 9 month review.

**MATCH SUPERVISION AND SUPPORT GUIDELINES:**

- The Program Coordinator will communicate regularly with the Mentor, Mentee and Parent/Guardian (where applicable) to provide support and supervision for the match.  
Preferred Day/Time – Parent/Guardian/Mentee: \_\_\_\_\_  
Preferred Day/Time – Mentor: \_\_\_\_\_
- The Program Coordinator will arrange to meet with the Mentee and Mentor for their 3 month, 6 month and 9 month reviews.  
Review dates: 3mths \_\_\_\_\_ 6mths \_\_\_\_\_ 9mths \_\_\_\_\_
- All parties will work together to address any issues in a collaborative way.
- If a change occurs that will affect the frequency of contact, the Program Coordinator will be notified.
- The Program Coordinator has the right to suspend the match at any time, if that is deemed most beneficial to the Mentee.

**MENTEE SAFETY GUIDELINES:**

- The Mentee will tell their Parent/Guardian, Mentor or Program Coordinator, if they are ever feeling unsafe or have concerns about their match.
- The Parent/Guardian or Mentor will contact, the Program Coordinator as soon as possible, if they have concerns about the safety of the Mentee.
- The Mentor has a responsibility to inform the Program Coordinator if the Mentee shares information that would place them or others at risk of harm. That some secrets cannot be kept
- The Mentor, Parent/Guardian and Program Coordinator will inform the appropriate authorities, of issues concerning the welfare and safety of the Mentee, in alignment with current legislations.

**CONSENT- PARENT/GUARDIAN (WHERE APPLICABLE)**

- I give permission for my child to participate in the Sparkways Mentoring Program
- I understand that Sparkways Mentoring, staff and volunteers, will take reasonable care of my child whilst in their supervision; however they are not responsible or liable for any accidents, illness or mishap that may occur.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**ACKNOWLEDGEMENT**

The program has been explained to me by an authorised representative of Sparkways Mentoring and I agree to follow the guidelines as outlined above.

(tick when appropriate) This form has been signed digitally, by myself and I have given my verbal consent and agreement to follow the above guidelines.



|   |                      |
|---|----------------------|
| Young Person's signature: _____                             | Date: ____/____/____ |
| Volunteer's signature: _____                                | Date: ____/____/____ |
| Parent/ Guardian's signature: _____                         | Date: ____/____/____ |
| <i>(where applicable)</i><br>Coordinator's signature: _____ | Date: ____/____/____ |

**FIRST MATCH CATCH UP**

First match catch up with Mentor and Mentee: Date/Time \_\_\_\_\_


ABN 90 151 552 331



## ATTACHMENT 2

### MATCH MEETING ACTION PLAN

(Image only; Access from program resources)



## MATCH MEETING ACTION PLAN

| WHAT  | NOTES   | DOCUMENTS                                 |
|---|---|---|
| Acknowledgement of Country                                  | <p><b>Read:</b> We begin today by acknowledging the Traditional Custodians of the land, on which we are gathered today. We pay our respects to their Elders, past, present and emerging. For they hold the memories, the traditions and the culture of Aboriginal and Torres Strait Island people across the Nation.</p> <p>We also acknowledge that Sparkways is inclusive and respectful of people of all faiths, genders, sexualities, abilities and cultures.</p> |   |
| Introductions   | <ul style="list-style-type: none"> <li>• Introduce everyone and the program, ask each person to talk a little bit about themselves, their interests, what kind of person they are and like to do.</li> <li>• Staff can go first to model for others. If YP is shy, they can pass for now but give them a chance to speak.</li> <li>• Then introduce basics of the program.</li> </ul>   |   |
| Icebreakers   | <ul style="list-style-type: none"> <li>• Some questions /games to get everyone talking, get to know each other and connect.</li> </ul>  |   |
| Read and sign Match Agreement                               | <ul style="list-style-type: none"> <li>• Read out the match agreement to everyone, read in a language that YP can understand and give basic summary, don't have to be word for word.</li> <li>• Then get everyone to sign it.</li> </ul>  | Match Agreement                           |
| Medical/Consent sign + Mentor/mentee get to know each other | <ul style="list-style-type: none"> <li>• Staff member works through the medical and consent form with parent/carer.</li> <li>• Meanwhile the mentor and mentee spend some time with each other to get to know each other, staff provides them with a list of starter questions if they need them.</li> </ul>  | Medical & Consent Form                    |
| Emergency contact card and family handbook                  | <ul style="list-style-type: none"> <li>• Fill out and give emergency contact card</li> <li>• Give out family handbook, explain anything as needed</li> </ul>  | Emergency contact card<br>Family handbook |
| Goal setting explanation                                    | <ul style="list-style-type: none"> <li>• Staff member explains the goal setting process to everyone, what kind of goals, give them time and space to do this at a later date.</li> </ul>  | Goals sheet                               |
| Set up first meeting  | <ul style="list-style-type: none"> <li>• Help mentor and mentee/their family set up their first meeting location, time and activity that works for everyone.</li> </ul>   |   |
| Questions and thank you                                     | <ul style="list-style-type: none"> <li>• Allow space for the mentor, mentee or parents/carers to ask questions</li> </ul>   |   |

**ICEBREAKERS**

1. Would You Rather Questions:

- Would you rather be able to stop time or go back in time?
- Would you rather be able to talk to animals or read people's minds?
- Would you rather get caught farting or picking your nose?
- Would you rather be a genius and know everything or be amazing at any activity you tried?
- Would you rather have the ability to fly or be invisible?



- Would you rather be a famous singer or famous actor?
- Would you rather be the smartest person in the world or the best athlete in the world?
- Would you rather have a magic carpet that flies or a personal robot?
- Would you rather meet your favourite celebrity or be in a movie?
- Would you rather eat a dead spider or a live worm?
- ADD MORE

2. What would you do questions?

- What would you do if there was a zombie apocalypse? Where would you go and why?
- What would you do if you were prime minister? What would you change?
- What would you do if you could change one thing in the world?
- What would you do if you could have your perfect day? What would you do on the day?
- What would you do if you could travel anywhere in the world? Where would you go?
- What would you do if you turned into an animal? What animal would you be?
- What would you do if you could be the best at something in the world? What would it be?
- What would the world look like if all your dreams came true?
- ADD MORE
- 

3. 2 truths and one lie – get each person to tell 2 true things about themselves and one lie and the others have to guess what the lie is.

4. ADD MORE ICEBREAKERS AS NECESSARY

**GET TO KNOW YOU QUESTIONS FOR MENTORS AND MENTEES**

- What are your favourite things to do in your spare time?
- What are your hobbies and interests?
- What are some of the things that make you happy?
- What are your favourite foods?
- What are some of the things you are good at?
- What are some things you want to get better at?
- What is your favourite movie or TV show?
- What's something you would like to learn how to do?
- What do you want to do when you finish school?
- If you could have a superpower, what would it be?
- Who is someone who is a hero to you?
- What is something you are proud of?

## ATTACHMENT 3

### MATCH ACTIVITY LIST

(Image only; Access from program resources)

## MATCH ACTIVITY LIST



### THINGS WE MIGHT LIKE TO DO TOGETHER

#### Social Connection

e.g. Developing communication skills; Building relationships.



- Go out for ice cream/milk shake
- Make a gift
- Tell jokes to each other
- Have a picnic
- Go for a drive
- Visit a retirement home
- Do some volunteering together
- Play a board game
- Card games

#### Community Connection

e.g. Exploring your local Community



- Find out about your local community/youth services
- Local markets or festival
- Ride the city circle tram
- Museum
- Scienceworks
- Zoo
- Library
- Watch buskers in the city
- Visit an animal shelter
- Visit ACMI
- Visit a farm/petting zoo
- Visit Serendip Sanctuary
- Watch planes take off and land at the airport (Tullamarine, Essendon, Moorabbin)
- Visit the RAAF Museum at Point Cook
- Visit Werribee Park Gardens and/or Victoria State Rose Garden
- Visit Don Bosco Youth Centre Brunswick

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## Health and Wellbeing Connection

e.g. Feeling Energetic, Physical Activity



- Yoga
- Visit an indoor swimming pool
- Play basketball
- Kick the footy
- Go for a run
- Try roller blading/skating
- Visit a local skate park
- Play soccer
- Bike ride
- Visit the Beach/fishing off the pier
- Watch a local sporting match
- Play mini golf
- Visit a bouldering wall
- Fly a kite
- Play tennis
- Visit an adventure playground
- Play frisbee or Frisbee golf
- Play beach volleyball
- Try gardening
- Visit Brimbank Park

## Growth and Development

e.g. Try new things, Being Creative



- Go Through recipe books and create your ultimate menu
- Bake a Cake
- Make a Pizza
- Learn a different language
- Knitting or sewing
- Work towards applying for a job: Writing a CV, interview prep, visit possible employers, apply for jobs
- Learn origami
- Create a newspaper
- Build things with Lego
- Write a story together
- Make up your own dance moves
- Karaoke
- Learn graphic design on Canva
- Paint an old t-shirt or try tie-dyeing
- Try nature photography

- Complete some homework together
- Build a model
- Make a scrapbook
- Make things with playdoh
- Learn a musical instrument
- Learn how to look after a car (e.g. oil, petrol, tyres, etc.)
- Make a video
- Learn some magic tricks
- Build a billy-cart
- Paint a picture
- Plant a veggie garden
- Make jewellery
- Make and fly paper planes
- Decorate cookies
- Make a board game
- Make your own mini golf
- Learn a new dance
- Visit Keilor Electric On Road Remote Control Car Track
- Bunnings Kids DIY Workshops

Other things we might like to try/do:

### Primary School Age:

Junior Ranges – by Parks Victoria: <https://juniorrangers.com.au/>

Werribee Riverwalk Water Park – open October-April (Warmer Weather)

Laughter Club: <https://www.laughterclubsvic.org.au/>

### Secondary School Age:

Outdoor Exercise Equipment –

<https://freeoutdoorfitness.net/australia/victoria/melbourne/> or  
<https://www.melbourneplaygrounds.com.au/c-53389/outdoor-gyms>

Laughter Club: <https://www.laughterclubsvic.org.au/>

Job Skills – interview and resume writing


Uni/Tafe – Visits

## ATTACHMENT 4

### MATCH MEETING CHECKLIST

(Image only; Access from program resources)

## MATCH MEETING CHECKLIST



**Match Meeting Preparation**

Ensure that the following are completed by the end of the match meeting.  
*(Please tick each box and upload with Match documents)*

- Match Agreement (All)
- Medical Consent and Release (Volunteer to sign)
- Photo (Young Person, Volunteer)
- Complete Emergency Contact Card for Mentor
- Suggested activities ~~inc.~~ goals of the match (Volunteer, Young Person – take a photo!)
- Family Handbook provided to the parent/guardian and young person

**After Match Meeting**

Following the match meeting complete the following

- Check in with young person and parent/guardian (within 24 hours)
- Check in with volunteer (within 24 hours)
- Create the Match in Apricot – include all match details attach photo
- Update Individual states for both mentor and mentee to Matched
- Email volunteer and parent/guardian (if they both have email addresses) Congratulations Letter and a copy of the match meeting paperwork and confirming contact details of young person/parent (for the volunteer) and contact details of the volunteer (for the parent/guardian), and the date of the first catch up.
- Email referring agent to advise that the young person has been matched

## ATTACHMENT 5

### GOAL PLANNING

(Image only; Access from program resources)

## GOAL PLANNING



An important part of the program is for Mentees to set and achieve different goals with the help of their Mentor.

These goals do not need to be created at the start of the match, but as time goes on the Mentor and Mentee need to think about some of the goals they would like to work on. The following is a list of examples of different goals:

#### **Skill/Growth and Development Goals:**

- Trying new things e.g. foods, places, activities, meeting new people, etc.
- Learning cooking or baking skills
- Learning to play games like chess, cards or board games
- Study and school subject support
- Visiting local restaurants
- Making arts and crafts or jewelry
- Learning how to use public transport
- Learning about each other's cultures
- Building a CV, practice interview skills and get a job
- Learning to drive
- Doing trivia together
- Making gifts for others
- Learning how to grow vegetables
- Learning new sports
- Building computer based skills e.g. word, excel, AI, Canva
- Learning to write songs or poetry
- How to use tools and build things
- Learning photography skills
- Learning coding or programming
- How to manage money/finances
- Learning magic tricks
- Building something together e.g. woodwork, billy cart, etc.

#### **Community Connection Goals:**

- Visiting local shops or malls
- Volunteering in the community (e.g. at lost dogs home, zoos, shelters, etc.)
- Learning different types of art or going to an art class
- Going to the movies
- Going to community festivals
- Going to a sports match e.g. footy, soccer, cricket, netball
- Visiting the beach or local parks
- Visiting potential workplaces
- Fundraising for a local charity
- Visiting universities, TAFES or trade schools
- Going art galleries or exhibitions

- Going to a trivia event
- Visiting the local nursing home
- Going to CERES or other environmental organisations
- Collecting rubbish from the beach
- Going to the zoo or aquarium
- Going to local markets
- Ordering food at the local shops
- Learning about local Aboriginal culture
- Meeting new people in the community
- Visiting local churches, mosques, synagogues or temples

**Health and Wellbeing Goals:**

- Going on hikes in nature together
- Learning different sports together
- Being more open and proud of yourself
- Learning how to manage emotions like anxiety, sadness, anger
- Doing a fun run
- Getting fit together
- Learning how to fish
- Learning how to stay calm under pressure
- Learning mindfulness or meditation
- Learning to swim better
- Being more accepting of yourself and/or others
- Being ok with criticism and feedback
- Being more driven and focused
- Learning to dance
- Learning to stay calm under pressure
- Going rock climbing or to a trampoline park
- Learning how to express your emotions
- Setting reminders/calendar/organising
- Taking responsibilities

**Social Connection Goals:**

- How to make new friends
- Interview skills to get a job
- How to be more confident
- How to be more assertive
- How to express my emotions
- How to ask for help
- Practice public speaking and presentations
- How to solve problems when they come up
- Dealing with conflict, bullying or interpersonal issues
- Active listening
- Dealing with peer pressure
- Being more organised
- How to have honest conversations
- Learning how to communicate more clearly