

## MATCH SUPPORT & SUPERVISION - MENTORING

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### PURPOSE

This policy will provide guidelines to:

- ensure there are standard procedures to support the volunteer mentors, mentees and parent/guardians (where appropriate)
  - assist with building and sustaining match relationships and dynamics throughout the 12-month program.
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### POLICY STATEMENT

#### VALUES

Sparkways is committed to:

- ensuring regulations and quality measures are in place and upheld while allowing and encouraging all participants to have a voice in their match
- monitoring matches to ensure that all participants promote and practise Child Safe practices at all times
- ensuring all newly formed matches obtain additional support to assist with the building of the match relationship
- providing regular supervision contact with mentors, mentees and parent/guardians (where appropriate) to discuss how individual involvement and participation is going
- discussing issues and concerns identified, as they arise, with all participants and that there is an agreed understanding of the resolution
- encouraging and supporting mentors to help their young person identify and work towards achieving their nominated goals
- Providing support to all participants for the 12-month match including scheduled face to face reviews to evaluate how the young person and mentor are progressing within the program
- Celebrating and recognising match successes and graduations at organised activities and events

#### SCOPE

This policy applies to Sparkways staff, volunteer mentors, young people and parent/guardians (where applicable)

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## RESPONSIBILITIES

	Sparkways Staff	Volunteer Mentors	Young People	Parents/ Guardians
Ensure the safety of the young person and mentor throughout the match and that all regulations and Child Safety measures are in place and upheld at all times	X	X	X	X
Conduct regular supervision calls ( refer to the Match Supervision Schedule) to gain an understanding of child safety, by discussing: <ul style="list-style-type: none"> <li>• The match and how their individual involvement and participation is travelling</li> <li>• What activities have been undertaken</li> <li>• Reflect on the progress of the relationship between the mentor and young person</li> <li>• Discuss any issues or concerns that may arise Further discussion may be required to identify/highlight issue or concern and explore possible solutions until an agreed understanding and solution is achieved</li> </ul>	X			
Allowing and encouraging all participants to have a voice in their match	X	X	X	X
Maintaining contact with the Program Coordinator and mentor/mentee and being available for supervision calls	X	X	X	X
Organise and undertake a face to face match review meeting, consisting of program coordinator, mentor and young person at the 3 , 6 and 9-month timeframe of the match	X			
At the 3, 6 & 9-month match review: <ul style="list-style-type: none"> <li>• Ensure all participants are feeling supported</li> <li>• assess the development of the match relationship between the mentee and mentor</li> <li>• establish or review the young person's goals</li> <li>• reflect on the positive achievements made and acknowledge the strengths in the relationship</li> <li>• Discuss how all stakeholders can support the program to be a success for the young person</li> <li>• Discuss any identified issues or concerns</li> <li>• Ensure all Child Safety protocols are being adhered to</li> </ul>	X	X	X	
Document and record all supervision calls, review notes and young person goals on the relevant match and file as case notes or document uploads	X			



## PROCEDURES

### Match Supervision

During regular supervision, program staff may ask a series of questions to gain an understanding of child safety and how a match is progressing. Refer to attached *Match Supervision guide* for questions for volunteer mentors, mentees and parents/guardians. These questions are intended as a guide only.

### Match Supervision Schedule

Note: This is a minimum expected supervision timeline. There may be variations to this dependant on the individual needs of a match.

Timeframe	Volunteer	Young Person	Parent
Initial Contact	Within 2 working days of first meeting or session	Within 2 working days of first meeting or session	Within 2 working days of first meeting or session
First 1 month	Weekly/after each catch up	Fortnightly/after each catch up	Fortnightly/after each catch up
3-month review stage	Organise a face to face meeting to discuss how the match is developing. Review, reflect and support strengths and challenges		
2-6 months	Fortnightly	Monthly	Monthly
6 Month review	Organise a face to face meeting to discuss how the match is developing. Review, reflect and support strengths and challenges		
7-9 months	2-3 weeks	Monthly	Monthly
9 Month review stage	Organise a face to face meeting to reflect on how the match is progressing, and determine whether graduation can occur at 12 months		
9 months to graduation	Monthly	Monthly	Monthly

### Goal setting

The Program Coordinator will consider the initial referral in regards to desired outcomes for the young person. These goals will be identified during discussions with the young person at the initial intake interview, match meeting or review meetings and help guide match activities. As the match progresses the goals and outcomes will be reviewed and redeveloped to continue to support the young person. Through regular supervision and at the match reviews, these goals may be

continued, updated or new goals identified to further support and develop the capacity of the young person. *(see attached Mentee Goals)*

### Match Review Meetings

Reviews can be conducted in person at an agreed location or online if necessary, at the 3-month, 6-month and 9-month timeframe of the match.

This will provide the opportunity for participants to reflect, celebrate achievements, track goals or set new goals and address any areas of concern.

The 9-month review will also reflect on how the match is progressing, and determine whether graduation can occur at twelve months or if support will be extended for a further period as agreed

Review documents are completed as part of the review discussions, copies given to all participants and recorded on the match record. *(see attached Review documents)*

### Problem Resolution

If the Program Coordinator during a supervision call or review meeting, assesses that there is a potential problem with the match, the Coordinator will attempt to clarify the potential problem and work with the mentor, mentee, and/or parent/guardian to resolve the issue early

The general process for resolving problems will follow the *IDEAL* model that includes:

- *Identify* the problem and have a clear shared understanding of the problem between the mentor, mentee, and parent/guardian.
- *Develop* alternative solutions that could address the problem.
- *Evaluate* the strengths and weaknesses of each solution.
- *Act* on the most constructive solution
- *Learn* from how the solution worked and repeat the IDEAL process if necessary.

When the match problem involves a lack of contact on the part of the mentor or mentee, the program staff must investigate the reasons for lack of contact, and make efforts to ensure the match participants are still meeting according to the Match Agreement.

If the problem cannot be resolved, after addressing the problem and proposing potential solutions, formally closing the match may be necessary. At that time, it would be determined if either or both parties are suitable for re-matching and continuing with the program.

*Refer: Match Closure and Graduation Policy*

### Other Supports

Beyond monitoring the match relationship and activities, program coordinators must undertake other efforts that support participants such as communication with other support workers involved with the young person or family.

Other supports can include but are not limited to:

- Discussions with and referrals to other support services as needs are identified for the young person
- Provision of quarterly group activities for matches,
- Where possible the attainment of admission to community events/activities for match participants.
- Facilitated training workshops on relevant topics for mentors, at least twice per year.



## 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
- Victorian Human Services 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

- Child Safety Policy
- Code of Conduct Policy
- Complaints Policy
- Matching Policy
- Match Closure & Graduation 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 Supervision Guide
- Attachment 2: Mentee Goals Sheet
- Attachment 3: Review 3 Months
- Attachment 4: Review 6 Months
- Attachment 5: Review 9 Months



## AUTHORISATION

This policy was endorsed by Sparkways on 21/04/2023

**REVIEW DUE:** April 2024

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## ATTACHMENT 1

### MATCH SUPERVISION GUIDE

(Image only; Access from program resources)



#### Match Supervision Questions

Below is a list of safety-related questions for use during match supervision. These questions are intended as a guide only. Ask the questions necessary to gain an understanding of child safety and match progress. Match participants should be asked similar questions, with consideration given to the consistency of responses. Review the file notes prior to contact.

#### Questions for the volunteer

##### General Health/Wellbeing:

- How are you doing?
- How are you juggling work/study/family commitments and your catch ups/ involvement in the program?

##### The Match / Program:

- How are you enjoying your time together with (young person)?
- How often do you meet with (young person)?
- How long are your catch ups usually?
- Have there been any visits to your home and/or overnight stays?
- What kind of activities have you undertaken together?
- Which activities does the young person enjoy the most?
- Have you noticed any differences or similarities in your combined interests? How does that affect what activities you decide to do?
- Who decides or how do you decide what you do together?
- Do you feel comfortable with how the match is progressing?

##### Young Person Outcomes:

- How does the young person behave on outings?
- Have you noticed any changes in behaviour (positive or negative) over the last few months (e.g. progress at school, relationships with friends, anger etc.)?
- Has the young person spoken to you about how they are going at school? Or their friends at school?
- Ask questions relating to how well the volunteer knows the young person (their family, school, friends, other interests)

##### Communication:

- How often do you talk on the phone? Who calls whom?
- Do you ever communicate via email or SMS? (Follow up depending on frequency)
- Do you and the parent/guardian have good communication regarding scheduling of match outings, money, your role etc.? If no, why not?

##### Address any issues or concerns.

- Check for any change in address, phone numbers or personal circumstances
- Have there been any changes to members of your household?
- Discuss upcoming agency activities
- Confirm next catch up with young person

## Questions for the young person

### General Health/Wellbeing:

- How are you doing?
- Enquire about other activities / interests (school, friendships, sport or community activities)

### The Match / Program:

- How are things going with (mentor)?
- What activities have you undertaken lately?
- How often do you catch up? How long are your catch ups usually?
- Where have you been catching up (frequent return to mentor's home, or other people involved)?
- What kind of activities have you undertaken together? Which do you enjoy the most? Have there been any activities you haven't enjoyed? Do you feel ok about telling your Mentor when you don't like something?
- Who decides what you do together?
- Does anyone else come with you on your outings?

### Communication:

- How often do you talk on the phone? Who calls whom?
- Do you ever communicate via email or SMS?
- Does your parent/guardian always know when you go out with your Mentor and when you are going to be back?

### Child safety:

- Have there been any visits to your Mentor's house and/or any overnight stays? (If yes, ask specific follow up questions). Where did you sleep?
- Has your Mentor ever asked you to keep any secrets?
- How does your Mentor show you that he likes you?
- Does your Mentor ever tickle or wrestle you?
- Does your Mentor buy you things? What sort of things?
- What kind of games do you play together?
- How much time do you spend at your Mentor's house? What kind of things do you do there? (Ask questions around activities that require changing clothes e.g. swimming, sleeping, showering etc. Where did you change your clothes?
- Has your Mentor ever done anything that made you feel uncomfortable? Tell me about it.
- Has your Mentor ever taken any pictures of you or have you and your Mentor had pictures taken together? (Assess how many pictures, where they were taken, with whom and whether other children were involved)
- Are you aware of any changes to members of your Mentor's household?
- Discuss any upcoming agency activities
- Confirm next catch up and what they are planning



## Questions for the parent/guardian

### General Health/Wellbeing:

- How are you doing?
- Check if young person or family are accessing new services

### The Match / Program:

- How is the match going?
- Are you comfortable with the Mentor?
- Does your child enjoy going out with his/her Mentor?
- Does he/she talk about their outings with you? What kind of activities have they undertaken together?
- Have there been any visits to the Mentor's home and/or overnight stays?
- To your knowledge, have there been any changes to members of the volunteer's household?
- Have you noticed any strange or unusual behaviour in the Mentor or between the Mentor and your child?
- Do you feel comfortable with how the match is progressing?

### Young Person Outcomes:

- Have you noticed any changes in your child's behaviour (positive or negative) over the last few months (e.g. progress at school, relationships with friends, anger etc.)?
- Have there been any changes in your child's life that may affect the match?

### Communication:

- Do you and the Mentor have good communication regarding scheduling of match outings, money etc.? If no, why not?

### Address any issues or concerns.

- Check for any change in address, phone numbers or personal circumstances
- Have there been any changes to members of your household?
- Discuss upcoming agency activities
- Confirm next catch up with young person

ATTACHMENT 2

MENTEE GOALS SHEET

(Image only; Access from program resources)



The image is a poster for Sparkways Youth Services' Mentoring program. At the top, the Sparkways Youth Services logo is on the left, featuring a stylized 'S' in orange and pink. To the right, the word 'Mentoring' is written in large, bold, orange letters. Below this, the title 'Your Goals' is written in large, bold, teal letters. The poster is divided into four vertical columns by teal lines. Each column contains an icon, a goal category title, and a list of examples. The categories are: Social Connections (two people talking), Community Connections (three people in a circle), Health & Wellbeing (a person running and a person meditating), and Growth & Development (three people of different heights).

## Sparkways Youth Services

# Mentoring

## Your Goals

Goal Category	Examples
<b>Social Connections</b>	e.g. Developing communication skills. Building relationships.
<b>Community Connections</b>	e.g. Explore your local community. Join an activity.
<b>Health &amp; Wellbeing</b>	e.g. Identifying and expressing feelings. Physical Activity.
<b>Growth &amp; Development</b>	e.g. Try new things. Learn a new skill.

## My Achievements

3

months

6

months


9

months

**ATTACHMENT 3**  
**REVIEW 3 MONTHS**

(Image only; Access from program resources)

## REVIEW FORM – 3 MONTHS



Mentee's Name  Coordinator

Mentor's Name  Date

<b>Mentee Strengths</b> <div style="background-color: #e6f2ff; height: 80px;"></div>	<b>Mentor Strengths</b> <div style="background-color: #e6f2ff; height: 80px;"></div>
<b>How have we grown?</b> <div style="background-color: #e6f2ff; height: 80px;"></div>	<b>What have I learnt?</b> <div style="background-color: #e6f2ff; height: 80px;"></div>
<b>Our Match is</b> <div style="background-color: #e6f2ff; height: 80px;"></div>	<b>We are grateful for</b> <div style="background-color: #e6f2ff; height: 80px;"></div>
<b>Any challenges</b> <div style="background-color: #e6f2ff; height: 40px;"></div>	

**Goal Categories:**    SC – Social Connection    CC – Community Connection  
                          HW – Health & Wellbeing    GD – Growth & Development

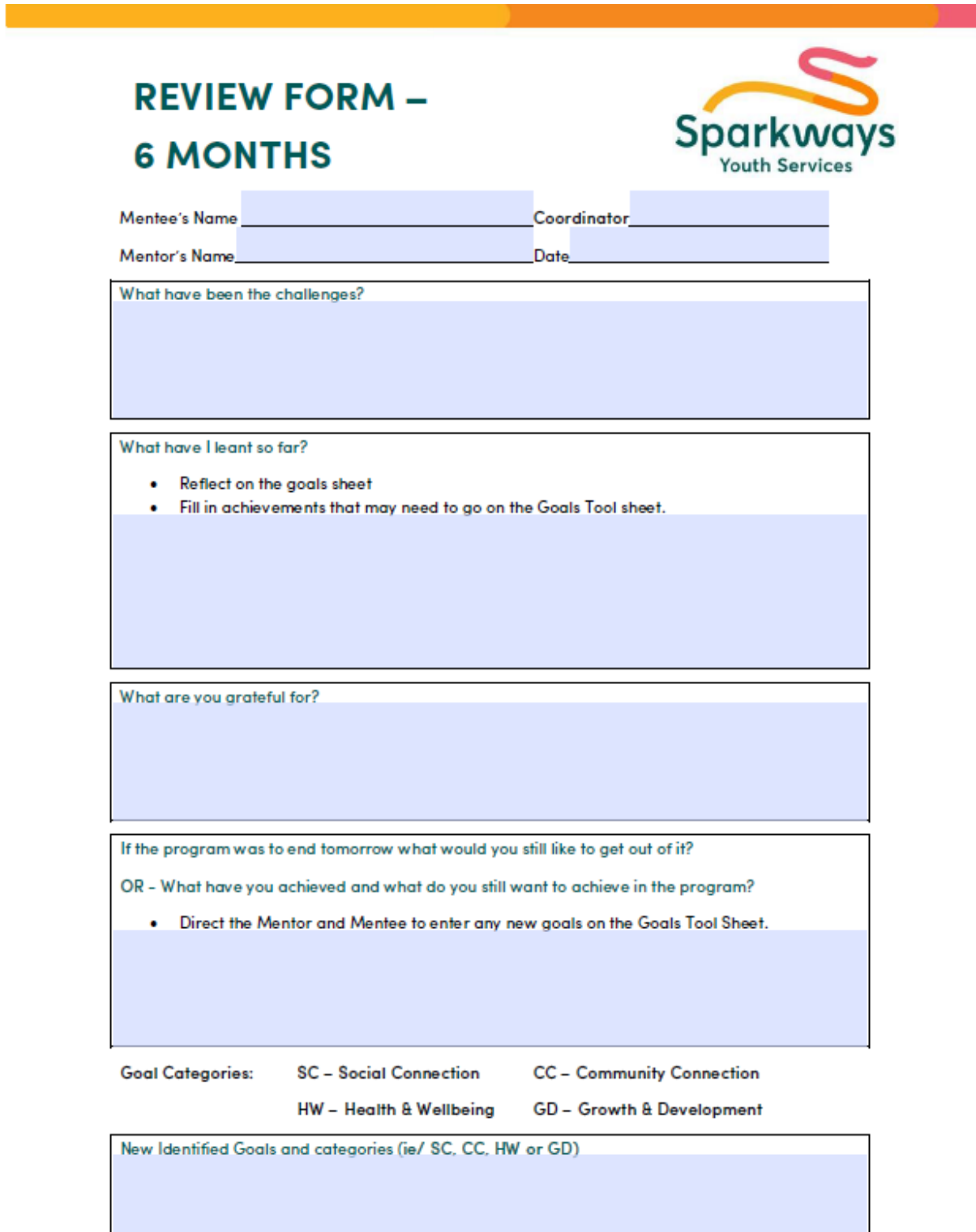
**Identified goals and categories (ie/ SC, CC, HW or GD)**

**Goal Action Plan**


**Discussion:** \* Explain they write their achievements on the back of the goals sheet. \* Address the programs end after the 12 months. \* Setting goals to learn something new inside the program.

ATTACHMENT 4  
REVIEW 6 MONTHS

(Image only; Access from program resources)



**REVIEW FORM –  
6 MONTHS**



Mentee's Name \_\_\_\_\_ Coordinator \_\_\_\_\_  
Mentor's Name \_\_\_\_\_ Date \_\_\_\_\_

What have been the challenges?  
\_\_\_\_\_  
\_\_\_\_\_

What have I learnt so far?

- Reflect on the goals sheet
- Fill in achievements that may need to go on the Goals Tool sheet.

\_\_\_\_\_  
\_\_\_\_\_

What are you grateful for?  
\_\_\_\_\_  
\_\_\_\_\_


If the program was to end tomorrow what would you still like to get out of it?  
OR - What have you achieved and what do you still want to achieve in the program?

- Direct the Mentor and Mentee to enter any new goals on the Goals Tool Sheet.

\_\_\_\_\_  
\_\_\_\_\_

Goal Categories:    SC – Social Connection    CC – Community Connection  
                                 HW – Health & Wellbeing    GD – Growth & Development

New Identified Goals and categories (ie/ SC, CC, HW or GD)  
\_\_\_\_\_  
\_\_\_\_\_



What's an activity or action you can do to take a step towards your new goal?

Discussion:

- Address the program will end at 12 months.
- At their next review we will talk more about transitioning out of the program and how that will be supported.
- Ask if any questions, thoughts around end of program.

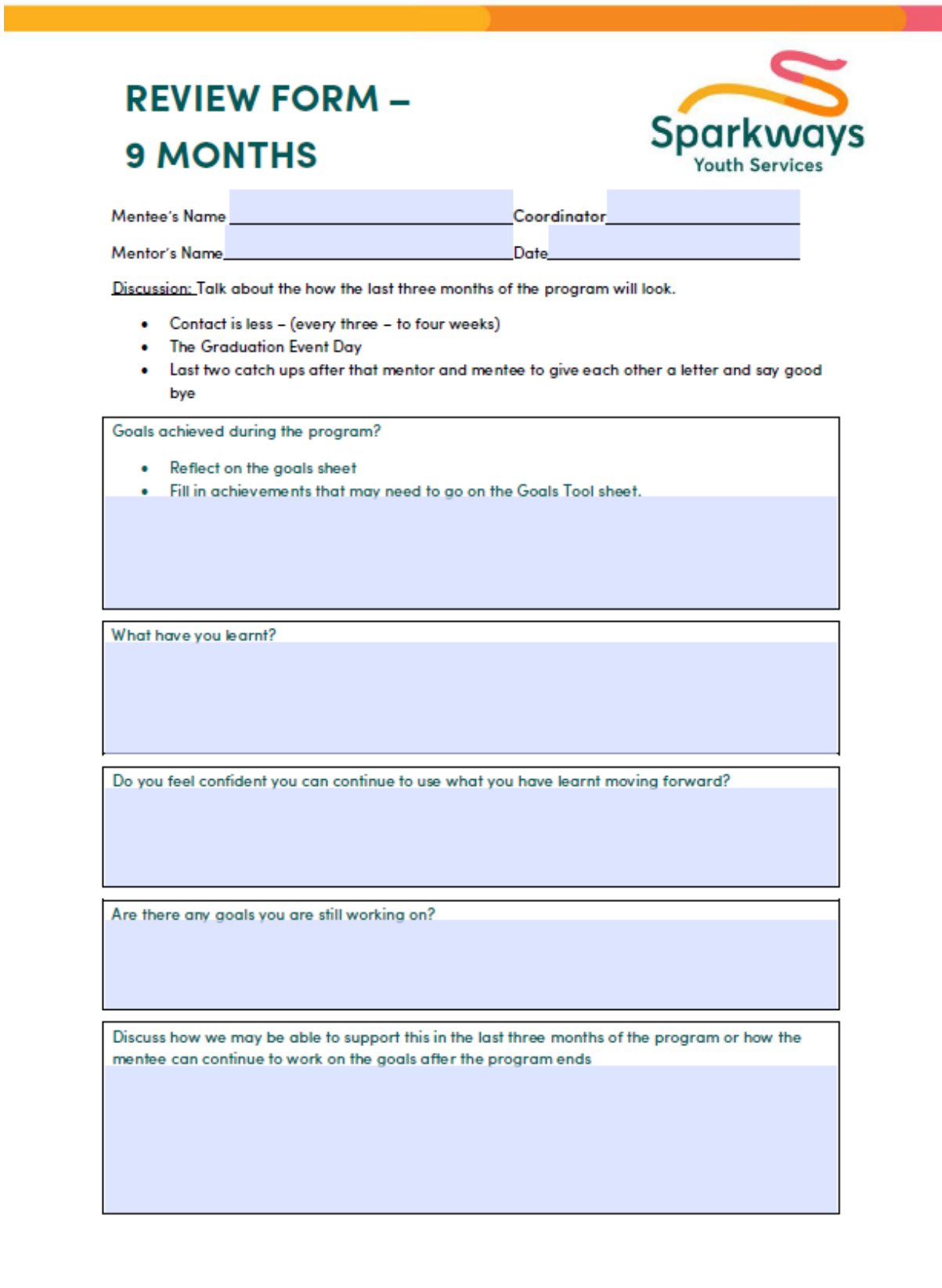
Coordinator Admin Notes

1. Upload mentee goals into Apricot
2. Upload review notes into 6 month Review sheet and upload into Apricot
3. Case Notes in Apricot

ATTACHMENT 5


REVIEW 9 MONTHS

(Image only; Access from program resources)



The form features a header with the title "REVIEW FORM – 9 MONTHS" in large, bold, teal letters. To the right is the Sparkways Youth Services logo, which consists of a stylized orange and red 'S' above the text "Sparkways Youth Services". Below the header are two rows of input fields: "Mentee's Name" and "Coordinator" in the first row, and "Mentor's Name" and "Date" in the second row. A "Discussion" section follows, with a prompt to talk about the last three months and a bulleted list of points: contact frequency, the graduation event, and final catch-ups. The form then contains five large, light-blue rectangular boxes for written responses, each with a specific question: "Goals achieved during the program?", "What have you learnt?", "Do you feel confident you can continue to use what you have learnt moving forward?", "Are there any goals you are still working on?", and "Discuss how we may be able to support this in the last three months of the program or how the mentee can continue to work on the goals after the program ends".

## REVIEW FORM – 9 MONTHS



Mentee's Name \_\_\_\_\_ Coordinator \_\_\_\_\_  
Mentor's Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion:** Talk about the how the last three months of the program will look.

- Contact is less – (every three – to four weeks)
- The Graduation Event Day
- Last two catch ups after that mentor and mentee to give each other a letter and say good bye

Goals achieved during the program?

- Reflect on the goals sheet
- Fill in achievements that may need to go on the Goals Tool sheet.

What have you learnt?

Do you feel confident you can continue to use what you have learnt moving forward?

Are there any goals you are still working on?

Discuss how we may be able to support this in the last three months of the program or how the mentee can continue to work on the goals after the program ends



What have been the challenges?

Do you have any concerns about finishing the program?

**Discussion:**

- Address any concerns the Mentee may have and explain how their concerns will be supported.
- Regular calls from coordinator in the transition period. Less contact from mentor.
- Mentee and Mentor to write a letter or picture board to give to the each other on their last meet up.
- Exit meeting with the Mentee and Coordinator after Mentee has had their last meeting with their Mentor. Exit meeting with Mentor as well.

**Coordinator Admin Notes**

1. Complete and update any last goals and achievements for the Mentee in Apricot
2. Upload review notes onto Mentee 9 month review sheet and upload into Apricot
3. Case Note in Apricot
4. Add transition plan for mentee into calendar and planner
5. Check in with Mentee after review (within a week) on how they are feeling.