



AIEF Mentoring

Handbook

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Welcome

Welcome to AIEF Mentoring and thank you for committing to support an AIEF Scholarship Student through their senior years at school and beyond.

How to use this handbook

The AIEF Mentoring Handbook is a guide to all aspects of mentoring. It contains important information about student and mentor responsibilities, child protection, AIEF's Duty of Care policy, cultural awareness engagement policies and basic logistics, as well as valuable information about the mentoring experience.

This handbook is a reference and not intended for use during mentoring sessions. Please ensure you familiarise yourself with its contents before meeting the student and return to it from time to time to refresh your knowledge. If you are ever confused or unsure about an issue, consult the handbook, then contact AIEF if your question remains unanswered.



Part One

About AIEF

The Australian Indigenous Education Foundation (AIEF) was established in 2008 in response to community demand from Indigenous families who choose to enrol their children in boarding schools.

Bringing together the government and private sector, AIEF provides scholarship funding for Indigenous students to complete Year 12 or tertiary studies, with career support to help them make a successful transition to employment.

Backed by some of Australia's most influential business, media, philanthropic and community leaders, AIEF has grown from one scholarship student in 2008 to now supporting over 1,500 young Indigenous people from over 500 communities in every state and territory of Australia.

AIEF exists to remove financial barriers hindering Indigenous students and their families from choosing a quality boarding school education. Under a family- and school-led model, AIEF provides co-funding to enable Indigenous students to complete their studies at an AIEF Partner School.

AIEF is a non-political and non-religious organisation that respects each individual's personal beliefs. We remain non-partisan on political, social and religious issues in order to reflect the breadth and diversity of our stakeholders and the plurality of views among them.

AIEF and Partner Schools

The rationale for AIEF's existence is to empower Indigenous families to make key decisions affecting their own family, including how and where their children are educated. Consistent with the principle of self-determination, AIEF responds to self-generated demand from Indigenous families and provides co-funding for those families who choose a school themselves, initiate the enrolment application process and financially contribute to the school fees.

Since AIEF was established, it has provided scholarship funding to enable its partner schools to respond to the increasing demand from Indigenous families and increase the number of Indigenous boarders at their schools. AIEF has two roles – one in education and one in careers – and in both of these areas AIEF has enabling functions as follows:

- Education: Scholarship funding to enable students to complete their studies (the AIEF Scholarship Program); and
- Employment: Career support for students and alumni to enable them to achieve employment outcomes after they complete their studies (AIEF Pathways).

Mentoring is a great way to contribute to a young person's journey. This is a great program providing opportunities for young Indigenous people and I'm very proud to be involved. – John Brunet, AIEF Mentor (SAP)

Structure

AIEF Mentoring aims to create meaningful, long-term relationships between students and volunteer mentors. AIEF Mentoring relationships commence in Year 10 and pairs are supported to continue their relationships to Year 12 and in some cases, beyond.

Success will look very different for each pair. Some students will have specific goals in mind for their mentoring relationship, while others may value support and guidance to set their goals.

As a mentor, you are now part of a student's support network of boarding staff, teachers, families, peers and AIEF.

You are primarily responsible for driving the relationship. Most students will not have had a mentor before. It will be your responsibility to reach out, drive conversation and put consistent energy into building an effective and meaningful relationship.

Who are AIEF Students

AIEF Scholarship Students are:

- Teenagers;
- Indigenous Australians;
- Attending AIEF Partner Schools on AIEF Scholarships;
- Boarding students;
- Supported and encouraged by their families;
- Motivated to complete Year 12.

While AIEF Students have these things in common, it is important to remember that they are unique individuals from different backgrounds and have had diverse life experiences. It is important to suspend all preconceived notions about what each student will look like or what their identity and culture means to them.

We ask that you be sensitive and willing to understand the students' differing experiences, values and perspectives.

Some AIEF Students come from metropolitan/urban areas and may live in local proximity to the boarding school. Many come from rural, remote and very remote areas and travel considerable distances to attend boarding school.

Training

You will have by now completed mandatory National Police Checks (NPC), Working With Children Check (WWCC) and reference checks as part of your onboarding. These always need to be current and AIEF will manage the renewals with you in a timely manner. We will require your support in this and note that if your WWCC or National Police Checks expire at any time you will not be able to continue any contact with the student.

You will have also undertaken Cultural Competency Training with an external provider and we encourage you to continue to learn about Indigenous Australia in your own time and to remember that students are not your resource for cultural learning.

Compulsory Mentor Reporting

AIEF utilises the AIEF Engage Portal to support mentoring relationships. As you will be working with young people, it is vital to record all contact and contact attempts with the student in the AIEF Engage Portal. Whether it is a text, call, email, online video call or face-to-face session, all contact must be recorded in the portal. This helps us to provide the best experience for students and allows us to monitor and support you, and meet our legal and reporting obligations.

Reporting your contact or attempt at contact is not only a mandatory requirement; it also supports AIEF Team Members to identify any issues or concerns to ensure that the relevant and necessary support is provided. It is important to understand, you will not be fulfilling your duties if you do not use the portal and will be putting the continuance of your relationship at risk and letting your student down.

AIEF will maintain regular contact with you during your mentoring relationship. AIEF is available to support you, so you don't need to wait for a check-in if you need support before that – you can contact us any time.

The AIEF Engage Portal allows you to log interactions simply and efficiently. You can refer to the section at the back of this Handbook for full step-by-step instructions on how to use the portal. We suggest you bookmark the portal on your devices so it is quick and easy to access.

Some examples of session notes are shown below. It is vital that you record all contact or attempted contact, including the events facilitated by AIEF, otherwise you will be in breach of your child safeguarding responsibilities.

Example One:

I met with Emi for dinner outside the library on Thursday. I brought McDonalds (money spent: AUD\$20) and we discussed Emi's plans for the school holidays. Emi is heading home and she doesn't have any reception in the Torres Strait. We're going to catch up in the second week back.

Example Two:

I sent a text message to Peter to organise a catch up. No response yet.

Example Three:

I was supposed to meet with Sarah for a catch up this afternoon, but Sarah didn't show up. Can someone from AIEF please call to discuss.

Social Media

We encourage you to contact the student by email, phone, text or online video conferencing. Social media sites are not to be used as they:

- lack emotional connection;
- blur relationship boundaries;
- convey inauthentic expressions through miscommunication in tone of messages; and
- most importantly conflict with AIEF and School Privacy and child safeguarding policies.

WhatsApp is not considered an appropriate channel for communicating with students. This is because of the social networking features that WhatsApp has, including disappearing messages and images, broadcast Channels and personal profile status updates.

As a mentor, you may share your experience on LinkedIn. However, you should not post about or share photos on social media with AIEF Students or identifying AIEF Students without prior explicit permission from AIEF.

Please find below examples of appropriate and inappropriate uses of LinkedIn:

Appropriate:



Inappropriate:

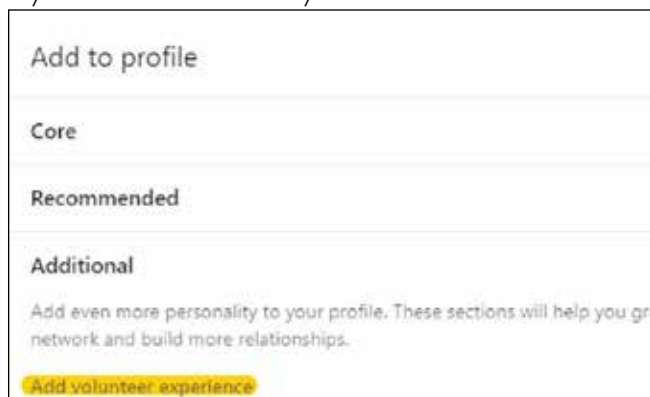


Acknowledge Your Experience

You might like to add your role as an AIEF Mentor to your LinkedIn profile or acknowledge your role in your email signature.

To add AIEF as a volunteer experience on LinkedIn:

- Login to your profile and click 'Add profile section'.
- Under, 'Additional', select 'Volunteer Experience'.
- Enter 'Australian Indigenous Education Foundation (AIEF)' as the organisation and 'Mentor' as the role.
- Select your start date, e.g. 1 February 2021.
- You may like to use the following text as the description: AIEF Mentoring pairs AIEF Scholarship Students with volunteer mentors and aims to build meaningful relationships that will support students through their senior years at school and beyond.



Additionally, mentors should not speak to the media or make public comment on behalf of AIEF and AIEF Mentoring without prior permission from AIEF. If your organisation would like to promote AIEF Mentoring, speak with us and we will connect you with our Communications Team.

Student-Mentor Sessions

You are responsible for working with the student to arrange your catch ups. Your catch ups with the student are to be held face to face and on school grounds. You will have the student's telephone number and email and can call, text, online video conference call or email to arrange these sessions. You will also have the school's contact details and a list of all other mentors at the school.

Once you have confirmed a session with the student, the appropriate school contact must be informed prior to your arrival on school premises. This is not only mandatory for safety and reporting, but also ensures school employees can remind and support the student about upcoming sessions. These sessions must be held in public, open places at the school and never in private, closed venues. You must ensure you are never alone with a child unless there is clear and open line of sight to other adults available.

You are required to record all contact with students, including the communication to set up these sessions and the sessions themselves, in the AIEF Engage Portal.

In summary:

1. Arrange the session with the student.
2. Fill in the Engage portal to report to AIEF on the interaction and scheduled catch up.
3. Confirm the details (date and time) with the school contact.
4. Fill in the portal post-session to report to AIEF on the catch up.

These sessions are typically held outside of school hours. Sessions may be held in groups with other student-mentor pairs or one on one.



I've found participating in AIEF Mentoring to be worthwhile for my own development, while also delivering positive outcomes for the students involved. – Matthew Lowe, AIEF Mentor (KPMG)

Try to have the student set out their expectations and what they hope to achieve from the relationship. If they are unsure then perhaps set some goals together. Find out how they like to communicate, what medium they prefer, where they would prefer to meet and “hang out”.

It's a good idea to ask the student for a copy of their timetable and make a note of important events, exams or assessment periods. Be creative in finding a time that suits you both. This could include meeting for breakfast before school, having dinner together in the boarding house or meeting on the weekend. In very busy times, virtual meetings can be a good alternative to meeting face-to-face, provided the school authorises them. It's easiest to lock in your next session at the previous one, or even lock in a few in advance.

While your sessions take place at school, be conscious of your environment. Sitting and chatting can be repetitive or feel like more “school” to the student – bring this up and ask if they would like to move around. Here some ideas to keep your sessions engaging:

- Change location for each session if possible – ask the student about special parts of the school that they might want to share with you.
- Doing something practical can sometimes help kick start the conversation – make a paper plane and take it flying, do a puzzle, solve some brain teasers, bring a book you like, research something together on a laptop, or play a board game together.
- Create a group by having a two on two sessions: liaise with another mentor and buddy up with another pair for your session.
- Get active: shoot hoops, kick a ball, explore the school buildings or go for a walk while catching up.
- Food! Bring takeaway to the boarding house, have afternoon tea, or have a picnic on the lawns.

AIEF will regularly check the Engage Portal for your recorded mentor sessions. Should it appear that you have not been able to meet and establish the relationship through regular, in-person, on-site meetings, we will discuss, review and offer support for the mentoring relationship.

With approval from AIEF, you will have the opportunity to meet in public places off-campus (such as a cafe or a sports game) in groups with other student-mentor pairs. One on one activities held off school grounds are not permitted.

You might plan a variety of sessions outside the school environment. Permission must be obtained from AIEF and the appropriate school contact (this may include permission from the boarding house, so check with the student who they need to get sign-off from). In most cases, this permission will need to be sought by the student. Please check the requirements and procedures that apply at the student's school and if you are unsure, send us an email or give us a call. Some ideas for activities include:

- arranging a workplace visit – are there other mentors from your workplace at the same school? Let AIEF help you arrange;
- meeting a person working in the career area of interest to the student;
- training for a sporting event;
- visiting an art gallery or exhibition;
- going for a milkshake at a local cafe;
- going to an Open Day at a University or TAFE college; and
- attending a local sporting match.

Mentors are encouraged to engage in activities that are free or low cost. Any expenditure, including purchase of entry tickets, must be recorded in the AIEF Engage Portal but cannot be reimbursed. You can assist students with planning their travel by public transport, a short walk or school provision – mentors cannot transport students in a private vehicle including Ubers or taxis.

You can also explore options to attend school events where the student is involved, e.g. sporting matches, dance concerts, NAIDOC Week assembly or musical recitals.

For all engagements, it is important that you notify the student/school and AIEF as soon as possible if you are unable to attend.

Post-School Transition

During their senior years, students will weigh up different options according to their interests, abilities, lifestyle and goals. As a mentor, you can make an important contribution to the student's career plan. You will also be invited to take part in AIEF events, such as Year 12 Graduation, with the student.

AIEF provides support and a range of activities tailored to the needs of students to prepare them to make a successful transition from school to further studies or employment. This student-centred approach is designed to complement career support provided by schools to ensure students are fully prepared for the transition from school to their preferred post-school pathway in study or employment.

You might like to help the student learn about and consider different career opportunities during your regular sessions and talk about which options would suit them best. When you're supporting the student as they make decisions about life after school, it's important to remember that there is no right or wrong pathway, and that understanding the wide variety of options available is usually the best place to start.

You can support the student by:

- discussing their interests, which are a useful starting point for discussions about different pathways;
- talking through their values, strengths and weaknesses;
- discussing the opportunities available to them;
- researching the experience and/or qualifications required for different pathways;
- searching university websites together;
- helping them plan to achieve their goals;
- inviting them to your workplace; or
- discussing their aspirations with AIEF to assist with their career support.

Feedback

AIEF values your ongoing feedback and may provide a short survey for you to complete at different points during the year, in addition to regular reporting.

AIEF Mentoring has been a very rewarding experience for me. I feel as though AIEF set very clear expectations on how to start and maintain your mentor/student relationship, and provides additional support if you need it.

– Georgie Gleeson, AIEF Mentor (Commonwealth Bank)

Mentoring Young People

AIEF will provide guidance to support you and the student as you progress through AIEF Mentoring. The team will also be available to answer any questions you may have, either by phone or email.

Reporting

After each contact with a student, mentors must log in to the AIEF Engage Portal. This applies to all contact with the student, whether this is in person, by phone, online video call, text or email.

The following information must be recorded in the AIEF Engage portal:

- date, duration and location of the contact;
- whether the student responded/attended;
- amount of money spent, if any, by you on the student during the session;
- topics discussed (brief dot points or summary);
- any wins or issues of concern; and
- any additional support required by the student.

Think of the portal as a summary of the interaction and a tool to help AIEF assist the student and you and your relationship.

Changing Circumstances

AIEF acknowledges that circumstances may change and has procedures in place to support changes in, or the closure of, mentoring relationships. These procedures aim to ensure the mentoring experience remains positive for you and for the student involved. AIEF will prioritise the needs and interests of the student at all times and will ensure confidentiality is respected.

Additionally, mentors are asked to inform AIEF of any changes that could affect the mentoring relationship, such as holidays, workplace relocations, changes in availability, or other circumstances. AIEF will prioritise the needs and interests of the student at all times and will ensure confidentiality is respected.

Graduation

AIEF Mentoring is designed to be long term, and we strongly encourage all pairs to continue the mentoring relationship after graduation from Year 12. Mentors with students who have graduated but are yet to reach 18 years of age must continue to record all contact in the AIEF Engage Portal and remain current with Police and WWCC checks. Should the student be in this position we shall discuss with you at the time.

Employment Changes

AIEF Mentoring is primarily supported by volunteer mentors from the AIEF Corporate Partner network. If a mentor leaves their employer, AIEF will support the mentor to continue in the program once approval has been given. In some instances, it may not be possible for the mentorship to continue and AIEF will support the student through this change in circumstances.

Scholarship Changes

In the event that a student is no longer in receipt of an AIEF Scholarship, whether due to leaving the school or discontinuing the scholarship benefit, AIEF will conduct a process review and is likely to close the relationship.

Closure Initiated by the Student

There may be instances where a student discontinues the mentoring relationship, either due to necessity or personal choice. If this occurs, AIEF will consult with all parties involved to ensure the closure of the relationship is well managed.

Closure Initiated by the Mentor

A mentor may decide their mentoring relationship cannot continue for a number of reasons. These may include the mentor relocating interstate or commencing a new role that means they can no longer fulfil their commitment to the student.

It is important that these transitions are managed carefully, as a poorly managed closure of a relationship can be very distressing for the student. If it is necessary to close the relationship, please advise AIEF before discussing this with the student. AIEF will engage with all parties to ensure the process is well managed. Confidentiality policies will be adhered to throughout this process.

Together we're mapping out opportunities for different career paths that align to his interests and talking about his future. – Daniel Lennox, AIEF Mentor (HSBC)



Safeguarding children and young people

Duty of Care

All children and young people have a right to feel safe, and to be safe at all times. State and federal laws are in place to protect children and keep them safe. All people and organisations that interact with children and young people have responsibilities that they must abide by. This includes having a legal Duty of Care.

A Duty of Care is a legal duty to take reasonable care to avoid others being harmed. This means taking steps to identify risks and any reasonably likely harmful effects of both actions and inactions.

Our Commitment

AIEF is committed to the National Principles for Child Safe Organisations and to creating environments where the safety and wellbeing of children and young people is at the centre of our thoughts, values and actions. We strive for an organisational culture where children and young people, families, communities and everyone who works with us feels safe and confident to have a say and raise any concerns.

We respect and value the rights of all children and young people, and support them to reach their full potential. We recognise that particular consideration needs to be paid to the cultural safety of Indigenous children and young people whom we work with. We also acknowledge the particular needs of children and young people arising from their cultural and linguistic background, sexuality, gender diversity, disability, or as a result of domestic and family violence or other trauma.

Safeguarding children and young people is the responsibility of all AIEF stakeholders including the Board, team members, contractors, school contractors, school employees, students and volunteers across the whole organisation.

AIEF will:

- Drive a culture of child safety at all levels of the organisation.
- Take all allegations or disclosures of abuse or neglect seriously, respond appropriately, and report concerns to the relevant authorities. The safety of the child/young person will be our primary consideration.
- Empower children, young people, families and communities to participate in decisions which affect their lives.
- Value diversity and promote inclusive practices.
- Employ and engage only people who are suitable to work with children and young people and provide high quality supervision and support.
- Ensure children and young people who feel unsafe, or wish to raise a concern, know who to talk with and feel comfortable doing so.
- Ensure our team members are equipped with the knowledge, skills and awareness to keep children safe.
- Embed the National Principles for Child Safe Organisations within our quality assurance practices.
- Undertake regular review of policy and procedures that document how our organisation is child safe.

You can help us meet our commitment to child safeguarding by telling us if you are worried or unhappy about our services or the behaviour of our team members, volunteers or any stakeholders you come across in your role by contacting AIEF on (02) 8373 8000 or email mentoring@aief.com.au and asking to speak to the Mentoring Team. We will take any concerns you may raise seriously and respond appropriately.



When I joined AIEF Mentoring, I felt the timing was right both personally and professionally, and that I could contribute the meaningful time required. Allowing her to talk freely about her decisions often provides her space to see solutions to problems and get excited about what's next. – Bonnie Rayner, AIEF Mentor (Qantas)



Child Safeguarding – Behaviours and Actions

You may have noticed that we use the term “safeguarding.” This is a term which includes the broader structures, actions and procedures that we have in place to keep children young people safe from harm and abuse.

Child abuse includes physical, sexual, emotional, neglect, bullying and family violence. Abuse can be inflicted on a child by both men and women, as well as by young people themselves and in some cases professionals and other adults working with children in a position of trust.

The safeguarding behaviours we ask you to commit to include:

- treating everyone with respect;
- ensuring the adult/child relationship is within appropriate boundaries;
- listening and responding to the views and concerns of children and young people, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child or young person;
- ensuring you are never alone with a child unless there is a clear and open line of sight to other adults; and
- reporting any allegations of child abuse or any child safety concerns.

Ensuring you do not:

- ignore or disregard any suspected or disclosed child abuse;
- use language or behaviour towards children that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate;
- initiate unnecessary physical contact with children; and
- photograph or video a child or young person without consent.



Appropriate Action if a Child Makes a Disclosure

As a mentor you should:

- be clear about limits on confidentiality;
- listen, be supportive, understanding, non-judgemental, empathetic, and acknowledge the difficulty of disclosing;
- reassure that it was right to tell;
- say that a report will be made to a person who will be able to provide protection;
- make objective and, as far as possible, verbatim notes on what has been disclosed – these notes should be shared with AIEF and then kept confidential;
- fully report concerns to AIEF; and
- ask for a debriefing if needed.

You should NOT:

- push for details or conduct an investigation;
- express judgement of the child, perpetrator, or family;
- get angry, upset, or show shock;
- blame the child;
- put words in the child's mouth or interrogate;
- promise not to tell;
- give a lecture about right or wrong;
- give excessive pity;
- engage in general discussion with other parties about the disclosure.

Confidentiality

If a student raises any specific disclosures or concerns about abuse or potential abuse you must share this with AIEF immediately contacting AIEF on (02) 8373 8000 or email mentoring@aief.com.au and asking to speak to the Mentoring Team. This includes instances where you hear that the students are:

- involved in any illegal activity, or
- at the risk of harm in any way.

It is essential be clear about limits to confidentiality. Students need to know that if they do make a disclosure to you about illegal activity, abuse or risk of harm, you are bound by law to share this information in order to keep them safe. Keep the student informed by telling them who you will talk to and what you will tell them.

Maintaining professional boundaries

Mentors can have a significant influence on the lives of young people. Mentoring relationships are characterised by differing roles and an imbalance of power based on a number of factors including age. The mentor is responsible for maintaining a professional role in the relationship. This means establishing clear boundaries that serve to protect both parties from misunderstandings or a violation of the relationship.

Boundary	Example of Violation
Communication	<ul style="list-style-type: none">• Inappropriate comments about a young person's appearance including excessive flattering comments.• Inappropriate conversation or enquiries of a sexual nature (e.g. questions about a young person's sexuality).• Use of inappropriate pet names.• Vilification or humiliation.• Jokes or innuendo of a sexual nature.• Obscene gestures and language.• Facilitating access to pornographic or any sexual material.• Failing to stop sexual harassment between young persons.
Personal disclosure	<ul style="list-style-type: none">• Sharing of personal information about other young people.
Physical contact	<ul style="list-style-type: none">• Unwarranted, unwanted and/or inappropriate touching of a young person personally or with objects (e.g. pencil or ruler).• Initiating or permitting inappropriate physical contact by a young person (e.g. massage, tickling games).

Boundary violations by mentors represent a breach of trust and a failure to meet a duty of care to young persons. When mentors violate boundaries they risk:

- harmful consequences for the young person;
- seriously undermining the learning process, and
- seriously undermining their professional reputation.

To be able to make a difference, whilst also receiving support along the way, allows me to give my best whilst supporting someone to flourish. – Bianca Hunter, AIEF Mentor (Commonwealth Bank of Australia)

Photos of Students

AIEF is responsible for the use of images of students. If a mentor is attending an AIEF event and would like to capture a moment by taking a photo, please ask an AIEF Team Member to take the photo on their device. This helps AIEF ensure images are used appropriately. We can share photos with mentors via email after the event with guidelines and conditions of use.

The general rule of thumb for mentors is not to take photos during a mentor session. If the mentor wishes to capture a moment, or has been asked to take a photo at a mentor session where no AIEF Team Member is present, the mentor must ask the student's permission. We ask that you take the photo with your employer-issued device (if you have one) and share it with us via email. This allows us to review the content and, if suitable, approve its use. After sharing the photo with us, we request that you delete it from your device. Mentors should not keep photos of students on any device.

Part Two

Your Role as a Mentor

Mentors should aim to support students to develop their confidence and their understanding of the wide range of opportunities available to them. Relationships are usually successful when they are positive, supportive, and mutual – not solely driven by an agenda the mentor sets.

Mentors should recognise that they may become role models for students, and that their behaviour around and towards students must be acceptable and appropriate at all times.

Effective mentoring

At AIEF, we believe effective mentoring:

- builds a relationship focused on the needs of the student;
- seeks to build mutual respect and instil trust;
- promotes caring and supportive relationships with other people in the student's life;
- encourages the student to aim high and develop to their fullest potential;
- helps the student to identify, plan and achieve goals;
- focuses on building and encouraging self-esteem;
- prepares and supports the student's transition from school to work or further study;
- helps the student work through problems or issues by providing a sounding board and helping them see things from a different, often longer-term perspective.

Supporting the leaders of the future through an extremely well organised and professional organisation such as AIEF is critical. – Linda Murry, AIEF Mentor (BHP)

Good mentors will be/have:

- active listening skills;
- patient, caring and sensitive to the moods of others;
- reliable, punctual, committed and dedicated;
- trustworthy and respectful of students' privacy and confidentiality;
- non-judgemental, open minded and culturally sensitive;
- honest – a person who operates with integrity and leads by example;
- empathetic, with a high level of emotional intelligence;
- life and career experience;
- an appreciation that the relationship will be a continuous learning experience for both the mentor and student.



School Management

The school is responsible for establishing and implementing comprehensive disciplinary policies and procedures. This includes clearly communicating expectations for student behaviour, delineating consequences for rule violations, and executing disciplinary actions when necessary.

Serious disciplinary matters, such as cases of academic dishonesty or criminal behaviour, fall under the jurisdiction of the school administration, which follows established protocols to address these issues effectively.

Mentoring Role Limitations

Mentors play an important role assisting students understand and follow the school's rules. They give advice to students who are having trouble following the rules or encounter disciplinary challenges, fostering reflection and promoting positive behavioural changes. However, mentors should refrain from directly administering disciplinary actions or determining consequences for student misconduct. These decisions rightfully rest with the school administration.

While mentors can offer emotional support, they are not equipped to address deep-seated family issues or provide therapy for serious emotional or mental health concerns. Such matters are the responsibility of the school, which should ensure access to appropriate resources and support services for students in need.

Mentors should be mindful of their limitations and proactively refer students to specialised care and assistance when required, ensuring the well-being and academic success of the students under their guidance.

If you feel you are being drawn into something beyond the role of a mentor, please call AIEF to discuss the circumstances, transfer management of the issue to AIEF and the school and we can help re-establish the professional boundaries of your relationship.

Mentor Responsibilities

As a mentor participating in AIEF Mentoring, you must agree to the conditions of the program.

I agree to:

Commitment

- schedule and attend one-on-one sessions with the student;
- complete required documentation and surveys as part of the AIEF support and evaluation process;
- make contact with the student by meeting or connecting by email, phone, video calls or text fortnightly;
- abide by the AIEF Code of Conduct (behaviours described in this Handbook and the AIEF Volunteer Agreement) during my involvement in the mentoring.

Safety and security

- only exchange phone and email details with the student.
- not ask for a student's home address or provide my home address.
- ensure all sessions take place in a safe, public location and that I am never alone with a child (any student) unless there is a clear and open line of sight to other adults.
- never initiate physical contact with a student. If a situation arises which makes me feel uncomfortable or unsafe in the mentoring relationship, I will report it to AIEF immediately.
- never transport any student in a private vehicle.
- maintain confidentiality in all cases except where unlawful or criminal activity has occurred or there is any disclosure of abuse or risk of harm.
- report any other concerns to AIEF who will liaise with relevant parties to follow up and provide an intervention if necessary.
- exercise duty of care and provide a safe environment for meetings.
- abide by all school rules and regulations and follow instructions of school employees, who retain primary authority.

Appropriate conduct

- not contact the student via social networking sites (Facebook, Twitter (X), Instagram, SnapChat, TikTok, Threads, WhatsApp) and understand the need to maintain appropriate boundaries with the student.
- not normally give or receive gifts (excluding very small gifts such as a card or chocolates for birthdays or graduations etc.).
- not give or lend money to the student and be sensitive to their financial constraints.
- refrain from any form of harassment towards the student.
- refrain from engaging with matters of student discipline or mental health concerns and refer this to the school.

General conditions

- lead by example as a positive role model, for example by dressing appropriately, using acceptable language, being punctual, and by not smoking, consuming alcohol or illegal substances in sight of students.
- not speak to the media or make public comment on behalf of AIEF without the permission of AIEF (all media enquiries should be referred to AIEF).
- not post about or share photos on social media with AIEF Students or identifying AIEF Students without prior explicit permission of AIEF.

AIEF is a very professional organisation, with excellent processes, systems, communications, training and support for mentors and students. – Esa Mitchell, AIEF Mentor (HSBC)



AIEF Engage Portal

Using AIEF Engage

1. Go to AIEF Engage at <https://aief.microsoftcrmportals.com/>
2. Click 'Sign in'. We suggest that you bookmark the AIEF Engage homepage on your device.
3. Click on 'Mentoring'.
4. Then click on the student's name.



This will open a summary of your mentor sessions for the year. From this general summary page you can:

- Create a new Mentor Session report and enter your notes to submit to AIEF; and
- Review completed sessions notes.


GENERAL		MENTOR SESSIONS				
SUMMARY		CREATE				
Student *	Harry Potter					
AIEF Mentor *	Albus Dumbledore					
		Planned Sessions				
	Student	AIEF Mentor ↑	Date			
	Harry Potter	Albus Dumbledore	15/05/2019		▼	
	Harry Potter	Albus Dumbledore	29/05/2019		▼	
		Completed Sessions				
	AIEF Mentor	Student	Session Status	Date ↓	Created On	
	Albus Dumbledore	Harry Potter	Completed	03/05/2019	19/06/2019 7:04 PM ▼	
	Albus Dumbledore	Harry Potter	Completed	17/04/2019	19/06/2019 7:04 PM ▼	
	Albus Dumbledore	Harry Potter	Completed	04/04/2019	19/06/2019 7:02 PM ▼	

Submitting Mentor Session reports to AIEF

1. Click on the student's name or click 'Create' to open a new report.
2. Input details about the session including the location and duration of the session.
3. Include any further details in comments that you would like the AIEF Team Member to know about.
4. Click 'Submit'.
5. An email will be sent to AIEF to let them know that you have submitted a Mentor Session Report.

Please note that after 15 minutes of inactivity in the portal you will be automatically logged out.

SUMMARY

Student * Harry Potter	Student Attendance Attended ▼
AIEF Mentor * Albus Dumbledore	Mentor Attendance Attended ▼
Date * 15/05/2019 	Session Time (in Hours) 1.50
Mentor Session Type One-on-one School Session ▼	Comments <div style="border: 1px solid #ccc; height: 60px;"></div>
Session Location School Tuck Shop	

SUBMIT

Please remember to submit a report to AIEF using the AIEF Engage Portal after each session, contact or attempt to contact the student.

Thank You

Thank you for volunteering to be part of AIEF Mentoring. We hope this will be a positive and rewarding experience for both you and the student. With time, effort, patience and care, yours could be a wonderfully fulfilling, long term relationship.

Should you have questions or concerns at any time, please contact AIEF. We would also appreciate feedback on any aspects of the resources or structure of AIEF Mentoring.

Contact AIEF

Mentoring Team

(02) 8373 8000

mentoring@aief.com.au



Our Partners

AIEF Mentoring is primarily supported by volunteer mentors from the AIEF Corporate Partner network.



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The AIEF Scholarship Program and AIEF Pathways are proudly supported by the Australian Government in collaboration with individual, philanthropic and corporate supporters from the private sector.