

SNB Mentor Program

A Mentor is someone who uses their skills and knowledge to guide the development of an individual or team. Mentors share their experiences and relate what they have learnt in ways that will connect with the Mentee. Mentors help novices to discover their own solutions to problems they may encounter and find their own methods. The Mentor, rather than completing tasks for the Mentee, advises and guides them so that they become competent and confident in their role, with the ability to work autonomously and as a valuable team member.

As an organisation, if we want to achieve our ultimate goal of *zero preventable deaths and injuries on our beaches*, then we need to ensure we have quality inputs. This means quality lifesavers who have been educated through the merits of quality educators.

TAFs not only need to have a high level of content knowledge but they also need sufficient understanding of the learning process, competency based training, how to cater for different learning styles, how to effectively communicate with learners and other educators. There is a lot of skill and knowledge required to be an effective educator, and we need to ensure we support this development.

In addition, our TAFs also shape our member's attitudes to Surf Life Saving and further skills development. It is therefore essential that our TAFs are able to motivate learners and help them develop into effective long-term members who continue to develop their craft.

Formalising the process and placing a higher amount of prestige upon our Mentors will contribute to our goal of strengthening the process and developing a system that supports our new TAFs in their initial and on-going development.

Appointment and allocation of Mentors

The branch Director of Education is responsible for working with Clubs to ensure that there are sufficient mentors in the Branch to support new TAFs. Mentors are inducted into their role and once inducted, the *Mentor Induction Checklist* is completed and forwarded to SLSNSW to maintain the register of current Mentors.

The DoE is also responsible for allocating Mentors to Mentees. The DOE will appoint appropriate Mentors to the probationary TAFs, ideally before they attend the required Training Officer or Assessor course.

Mentors must have the following qualifications and characteristics:

- Hold the Certificate IV in Training and Assessment (TAE40110 or TAE40116)
- Have held and endorsed TAF position for more than one year;
- Possess an excellent knowledge of the Academy resources, policies and procedures;
- Consistently adhere to Academy policies and procedures;
- Receive consistently high evaluation reports from course participants; and
- Have a sound understanding of VET.

Ideally, the Mentor will be an endorsed TAF in the same award for which the Mentee is a Probationary TAF. For example, a Probationary Bronze Assessor ideally will have a Mentor who is an Endorsed Bronze Assessor. However, if the Mentor is not endorsed in the same TAF award, they can establish a delegate (known as an Associate Mentor) to support them in the part of the role that includes directly supervising the Mentee when they are training or assessing.

Associate Mentors must have similar characteristics to those of the Mentor, however they do not have to hold the Certificate IV in Training and Assessment. They must, however, be an endorsed TAF in the same award for which the Mentee is a Probationary TAF. Associate Mentors must be approved by the branch DoE and will be inducted into their role in a similar way to Mentors.

Mentors must meet regularly with their Mentees and keep a record of all discussions whether over the phone, email or face-to-face. If a delegate has been appointed by the Mentor to supervise the Mentee, the delegate must report back to the Mentor regularly. Mentors and their delegates should use the Mentor Observation Checklist (from the TAF Endorsement Kit) as a guide when supervising the Mentee during training or assessing activities.

Probationary TAFs (Mentees) should not conduct any training or assessment activities without the Mentor, or their delegate, being present.

Induction of Mentees

Mentors are responsible for inducting Mentees into their new role as a Probationary TAF. Items to be covered include, but are not limited to, the following:

- Education SOPs – SLSA, SLSNSW, SNB and Club
- Australian Qualifications Framework
- Standards for RTOs
- Competency based training and assessment
- Endorsement requirements
- Procedures and requirements such as paperwork and assessment bookings
- Education meetings

Mentors and Mentees, alongside delegates if they are appointed, should discuss and agree on how often they meet and what days/times. Meetings can be face-to-face or over the phone. Keeping in mind that the Mentee should never be conducting training or assessing without the Mentor or their delegate being present.

Mentor's Responsibilities

Position:	Mentor
Responsible To:	Branch Director of Education
Responsible For:	Probationary Trainers, Assessors and/or Facilitators (TAFs)
Purpose Statement:	To improve and maintain the high standards of TAFs using mentoring skills to guide them through Academy policies, procedures and best practice principles.
Key Areas of Responsibility:	
<p>Probationary TAFs</p> <ul style="list-style-type: none"> • Induct probationary TAFs into all Academy policies, processes and procedures, and introduce them to the network of people who can support them. • Support probationary TAFs in understanding their role and responsibilities. • Support probationary TAFs in understanding how to use and locate relevant Academy resources. • Competently assist the probationary TAFs in the preparation and delivery/assessment of courses, providing one-on-one feedback throughout. (Note: at no time should the Probationary TAF train or assess without the direct supervision of their Mentor or Associate Mentor) • Assist probationary TAFs to develop into an educator who can work independently while remaining an effective team member. <p>Administration</p> <ul style="list-style-type: none"> • Ensure the Mentee maintains accurate records and completes all course paperwork as outlined in the Academy Volunteer Handbook. • Ensure the Mentee is logging each training session/assessment task conducted in their VET logbook (or other relevant document) and initial each entry. • Reporting to the Mentee's CTO regularly with the current status of the Probationary TAF, including when they are ready to be endorsed. • Assist the probationary TAF to complete and submit a TAF Endorsement Kit to the Branch, including completing Mentor Observation Checklists as required. <p>Other</p> <ul style="list-style-type: none"> • Assist the Director of Education if required with the implementation of new/revised resources for TAFs. 	
Skills / Experience / Personal Qualities required:	
<ul style="list-style-type: none"> • Certificate IV Training & Assessment (Essential) • Have held that TAF position for more than one year (Highly Desirable) • Possess an excellent knowledge of the Education resources, policies and procedures (Essential) • Consistently adhere to Education policies and procedures (Essential) • Receive consistently high evaluation reports from course participants (Essential) • Have a sound understanding of vocational education and training (VET) (Essential) • Be a currently endorsed TAF for the award they wish to mentor (Highly Desirable) 	

Associate Mentor's Responsibilities

Position:	Associate Mentor
Responsible To:	Mentor & Branch Director of Education
Responsible For:	Probationary Trainers and/or Probationary Assessors
Purpose Statement:	To work in conjunction with the Mentor to improve and maintain the high standards of TAFs using mentoring skills to guide them through Academy policies, procedures and best practice principles.
Key Areas of Responsibility:	
<p>Probationary TAFs</p> <ul style="list-style-type: none"> • Support probationary TAFs in understanding their role and responsibilities. • Support probationary TAFs in understanding how to use and locate relevant Academy resources. • Competently assist the probationary TAFs in the preparation and delivery/assessment of courses, providing one-on-one feedback throughout. (Note: at no time should the Probationary TAF train or assess without the direct supervision of their Mentor or Associate Mentor) • Assist probationary TAFs to develop into an educator who can work independently while remaining an effective team member. <p>Administration</p> <ul style="list-style-type: none"> • Assist the Mentor and probationary TAF to complete and submit a TAF Endorsement Kit to the Branch, including completing Mentor Observation Checklists as required. • Ensure the Mentee maintains accurate records and completes all course paperwork as outlined in the Academy Volunteer Handbook. • Ensure the Mentee is logging each training session/assessment task conducted in their VET logbook (or other relevant document) and initial each entry • Reporting to the Mentor regularly with the current status of the Probationary TAF. 	
Skills / Experience / Personal Qualities required:	
<ul style="list-style-type: none"> • Be a currently endorsed TAF for the award they wish to mentor (Essential) • Have held that TAF position for more than one year (Essential) • Possess an excellent knowledge of the Education resources, policies and procedures (Essential) • Consistently adhere to Education policies and procedures (Essential) • Receive consistently high evaluation reports from course participants (Essential) • Have a sound understanding of vocational education and training (VET) (Highly Desirable) 	