

School Coordinators' Role and Responsibilities

School Coordinators must have a clear understanding of the purpose and scope of the School Volunteer Program. They are the essential link between the volunteer and the student(s).

Mentors operate under the direction of school staff at all times. All our volunteers sign the Directorate's Code of Conduct form and functions within ACT Education Directorate's Child Protection and Reporting Child Abuse and Neglect Policy. [Please Click](#)

The key criteria for whether we can place volunteers in a school depends on the availability of volunteers in your local area and also whether the school has identified the School Coordinator. It takes time to liaise between the Classroom teacher, the students, the parents and the volunteers so a School Coordinator needs to have some free time in their timetable to accommodate this.

The School Coordinator and first point of contact will need to

1. Liaise with teachers to identify a student(s) who would benefit from mentoring and brief the Mentor about the student(s) and the areas in which they need support and liaise with the Mentor to enable an effective match .
2. Communicate regularly with the SVPACT Mentor to confirm that the mentoring relationship with the child is progressing effectively and respectfully.
3. Communicate with parents about their child participating in the program, prior to commencement.
4. Ensure that the Mentor feels welcome and valued. The strategies below are very important.
 - Introduce them to the key people in your school – the Principal, the Front Office staff and teachers.
 - Make sure that they know where they can park, where the toilets are and what they should do in the case of an emergency.
 - Show them where you can be found and where they can make themselves a cup of tea. Explain how the timetable works and when the classroom breaks occur.
 - Coordinate with Front office in school sign-in/out procedures.
 - Give the Mentor school evacuation procedures and safety rules ad relevant school policies and procedures.
 - Discuss school expectations of the Mentor and a communication strategy for providing feedback to the coordinator, teacher and child.
 - Add the Mentor to the distribution list for the school e-newsletter how to access the newsletter.
 - Discuss contact procedures with the for unexpected absences or changes in timetable affecting the School Volunteer Coordinator the Classroom Teacher or the student.
5. Work with the Mentor and teacher to find a quiet, pleasant location to work together, eg the library, a common area or another quiet space. Ideally the area will be in line of sight of a member of staff.
6. Consult with the Teacher to identify tasks to be undertaken during the mentoring sessions and where the necessary resources can be found. Ensure that the tasks are appropriate to the time available. For the first few weeks, the Mentor will want to spend time getting to know the student and developing rapport possibly using games and other activities.