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**Document 2**

**Ground Rules, Procedures and Protocols for Mentees and Mentors.**

**Initial Contact**:\_\_\_will provide contact details to the Mentor and Mentee. In the first instance the Mentor shall make contact with the Mentee by phone or by e-mail. The purpose of this is to establish contact and to arrange the first meeting.

**Purpose of initial Contact**: During the course of this conversation the Mentor will outline the purpose of the first meeting- to establish protocols and boundaries, to look at the broad goals of the Mentee and to fill in a Mentor/Mentee Agreement form together.

**First meeting:** The Mentor should allow the **Mentee to choose the time and venue** for the first meeting- **however this meeting should not be in a social setting and should not involve alcohol consumption**. All subsequent meeting venues and times will be discussed at the first meeting. It is not necessary that this particular meeting should last two hours. CSL will provide the Mentor and Mentee with the following documentation to help them during this initial meeting:

* Practical protocols
* Confidentiality check list
* **Learning plan template**
* Mentor/Mentee Agreement template

**Subsequent meetings:** These meetings will take place monthly. They should begin and end on time. At the initial meeting the times and venues for these meetings should be planned in advance. Meetings can be scheduled for the term or for the whole year. These meetings may take place in the schools if this is the wish of the Mentor and the Mentee. It is not necessary to have these meetings in a neutral venue.

**Documentation for subsequent meetings:** CSL will provide a Framework for Professional Discussion form for the Mentor and Mentee. These forms are private to the Mentor and to the Mentee and should not be returned to CSL. The Mentor will be required to fill in an online form stating that the meeting took place. This form will be a record for CSL of the Mentoring meetings.

**Conduct of meetings:** The meeting should be a professional conversation based on the goals of the Mentee as identified by them in the initial meeting. At times their goals may change and the Mentor should allow the Mentee the freedom to change their goals if necessary. Both the Mentor and the Mentee should make every effort to build trust with each other. There should be frank and open communication between the two parties and confidentially should be respected. Both parties should actively participate in the relationship.

**Leading Learning:** The main priority of any Priomhoide is to lead learning within their school. It is acknowledged that many conversations in the first year of a principal taking up a position could be centred on areas such as organisation of the school and building relationships in the community. In order to promote leading learning in schools, the Mentors and Mentee will be expected to devote some time to discussing leading learning in the school in their monthly face to face meeting.

**Weekly contact: It is expected that the Mentor and Mentee should have contact by phone or e-mail or Skype/FaceTime once a week**. The preferred method of contact will be discussed at the first meeting. Both Mentor and Mentee should discuss how much time they can give to this contact (no longer than 30 minutes) and the best time to make contact with each other. They should discuss the boundaries around this arrangement and be clear as to when they can and cannot speak to each other. Should a person not be available due to either a personal or professional commitment, there should be an agreement as to how this is communicated to the other person.

**Participation and Engagement: All participants to this agreement are expected to engage with the other adult. They are expected to participate meaningfully in this relationship.**

**Confidentiality:** It is expected that the Mentor and Mentee will keep all their conversations confidential and will discuss what is understood by this confidentiality at their initial meeting. This will involve discussing their knowledge and understanding of their respective roles and responsibilities. Issues such as what happens when they meet out socially (at conferences etc.) should be discussed.

* It is understood however that if either party to this agreement should disclose that they intend to cause grievous harm to themselves or to any other person(s) that this cannot remain confidential and will have to be reported to a specific service or agency which deals with these matters.
* There may be a need for the Mentor to speak to their CARA about an issue that has arisen and seek advice from them. The identity of the Mentee will not be revealed to the CARA and only the specific issue will be discussed between the Mentor and the CARA.
* Mentors will not discuss Mentees issues among themselves except in the presence of their CARA on the 3 planned shared learning days.

**Responsibility:** The Mentee is entirely responsible for any decision, choices or actions they take. **The Mentor is not responsible for any decisions, choices or actions taken by the Mentee**.

**Limitations:** If matters arise during the course of the conversations that appear to go beyond the level of competence of the Mentor, they should acknowledge this to the Mentee. It is best to refer the Mentee to another service or agency that could deal with their particular area.

**Where difficulties arise:** \_\_\_ has developed an **Exit Strategy Policy.** If the relationship is breaking down and appears to either party to be going in the wrong direction, then they should follow the \_\_\_ **Exit Strategy Policy** and make contact with the relevant people.

**Closure:** All Mentors and Mentees are expected to participate in a closure meeting at the end of the year. At this meeting they can capitalise on what they have learned in the Mentoring relationship. The focus will be on the integration of the learning, a celebration of success and a re-definition of the relationship. Should either party to the agreement be unable to continue with the Mentoring relationship (due to personal/professional circumstances) during the year, it is expected that this closure meeting will still take place.

**Evaluation of the Mentoring Programme:** The \_\_\_ Mentoring programme is part of a pilot project. Both Mentor and Mentee will be required to complete evaluation forms throughout the duration of the project.