

A Framework for Good Practice in Working with Volunteers in ESOL Delivery

Guidelines for providing case studies for volunteers in ESOL delivery and support

To support the Framework for Good Practice in Working with Volunteers in ESOL, we are looking for short case studies to demonstrate the work taking place in Scotland. We would like examples on specific areas of work to highlight the themes of the framework.

We envisage case studies being up to **300 words** but projects can supply web links. We may have some case studies that are slightly longer.

Any edits made will be agreed with organisations before publishing

To participate, please read the **framework themes** and the **Good Practice Goals**. Consider your volunteer project and select an aspect of your work that works particularly well, and that you think others might like to know about. You do not need to describe your whole project. If you want to give us more background information, we can arrange to phone call to find out more. We would like to get examples of projects, of all shapes and sizes from all over Scotland. The main purpose of the framework is to learn from successful work so that volunteers and ESOL learners working with them are well supported.

For your selected example, please comment on:

- 1. What is done**
- 2. Why it works**
- 3. How would the organisation change it?**
 - Is there anything that you would change?
 - Why?

Reference:

- Project name, organisation (where relevant), Local Authority Area
E.g. Volunteer Tutor Project, Glasgow ESOL Forum, Glasgow

Useful links

- Please add any links you think might be useful for readers to learn more about your work.

Below you will find guide questions that might help you answer. The case studies, at this stage are possible suggestions. If you want to discuss your work first, please contact Jo Jarvis

jo@glasgowesol.org 07775 630 716

Framework Themes

- 1 Volunteer Roles
- 2 Volunteer Recruitment and Selection
- 3 Induction and Initial Training
- 4 Professional Learning and Development
- 5 Coordination, Support and Management
- 6 Making a difference to learners
- 7 Making a difference to volunteers

Framework for Good Practice in Working with Volunteers in ESOL

Glasgow ESOL Forum jo@glasgowesol.org

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1. Volunteer Roles

We advocate having clear role descriptions for volunteers and are looking for successful examples of how volunteers from diverse backgrounds are included in your project (Examples from 2 projects)

- 1 case study with direct teaching role (one-to-one or group)
- 1 case study where more diverse volunteers are utilised e.g. ESOL buddy or conversation cafe

What is done;

- What ESOL learners' needs are being met?
- What is the volunteer's role? How does the volunteer know what their role is?
- What learners do they support? Are the learners aware of the role of the volunteer, how?
- Does your project support volunteers from a more diverse background? How is this done?

Why it works;

- Please tell us why this works well in your project. What does the volunteer provide, that a paid member of staff can't?
- Why does having a clear role for volunteers help your project here?
- How does it help support volunteers from a more diverse background?

2. Volunteer Recruitment and Selection

We advocate have a clear volunteer recruitment policy that encourages volunteers from a range of backgrounds. We want to know how you address identified barriers to volunteering.

(Examples from 2 projects)

- 1 case study where recruitment policy supports diverse volunteers OR
- (optional other..) – or key ideas from several projects e.g. we provide XXX to support XXX x4/5 examples

What is done;

- What policy or procedures do you have in place?
- How does the coordinator implement them?

Why it works;

- How does it support you to get the volunteers you need? How do turn away volunteers you cannot work with?
- Are there specific barriers to volunteering that you have identified and what successful specific actions have you taken to address them?
- How does it help recruit volunteers from a more diverse background?

3. Induction and Initial Training

We advocate having a clear induction that prepares volunteers are far as possible for their role.

(Examples from 2 projects)

- 1 case study with a successful short induction procedure (e.g. shadowing with ongoing support)
- 1 case study with a long training course (possibly accredited)

What is done;

- What happens in your project's induction for new volunteers?

Why it works;

- Why have you set it up this way? (possible impacting factors funding, geography, time, existing skills of volunteers)

4. Professional Learning and Development

We advocate that projects of any size provide Professional Learning and Development (PLD) which supports volunteers in developing their skills to improve and reflect on how they work with ESOL learners (Examples from 2 projects)

- 1 case study of how projects support reflective practice
- 1 case study of projects sharing training resources

What is done;

- What does your project offer in terms of PLD?
- How are volunteers consulted on this?

Why it works;

- Why have you set it up this way? (possible impacting factors funding, geography, time, existing skills of volunteers)
- How do you know this works well for volunteers?
- How do you know the PLD you offer is meeting learners' needs?

5. Coordination, Support and Management

We advocate having coordination in place that supports your volunteers to fulfil their role. This will depend on the role the volunteer is doing and the resources available to the project. We are looking for examples of volunteers being supported well, in different ways. (Examples from 2 projects)

- 1 case study from an organisation that have dedicated resources to supporting volunteers
- 1 case study where coordinators are making the most of minimal resources- and volunteers are well supported

What is done;

- What policies and support structures do you have in place?
- What resources have you dedicated to this? (Where did you get the resources?)
- What training and support do you have in place for coordinators?

Why it works;

- Why does this work well in the setting you work in?
- How do you know volunteers feel supported?
- Does this help you retain volunteers and support stability on your project?
- How does it help support volunteers from a more diverse background?

6. Making a Difference to learners

We advocate projects understanding the difference working with volunteers makes to ESOL learners. If you didn't have the support of volunteers, what would your project be unable to do? We are looking for examples of how working with volunteers creates a positive learning experience for learners, that you would be unable to do with paid staff (Examples from 2 projects)

- 1 case study where volunteers offer flexibility, especially to more vulnerable learners
- 1 case study where volunteers meet a need due to lack of resources to meet the demand in an area

What is done;

- What do the volunteers do?
- What identified needs do these roles meet?
- What do learners say about this?

Why it works;

- Why have you set it up this way? (possible impacting factors funding, geography, time, existing skills of volunteers)
- How do you know it is having a positive effect on learners?

7. Making a Difference to Volunteers

We advocate projects understanding the difference the opportunity makes to volunteers. We are looking for examples of volunteers gaining skills and progressing due to their involvement in a project. This can be example of volunteers having a fulfilling volunteering experience and/or gaining experience in teaching (for work purposes) DIRECT VOLUNTEER FEEDBACK HERE – FROM SURVEY

- Examples of case study of what a volunteer gets from volunteering their time
- 1 case study where volunteers gain teaching experience and go on to paid employment in the ESOL sector

What is done;

- What do the volunteers do?
- What do you do make this happen?

Why it works;

- Why have you set it up this way? (possible impacting factors funding, geography, time, existing skills of volunteers)
- How do you know it is having a positive effect on volunteers?