

# 1 Volunteer roles

Volunteers are involved in supporting ESOL learners to practice language skills in four main roles: language support in the community, learning assistant, one-to-one tutor, group tutor.



“I was so pleased to join the ceilidh dance at social events. I had never experienced ceilidh dancing before.”

– Learner

“I prefer these class than others because we practise speaking. And you get involved in the Glaswegian culture better.

– Learner

## Good practice goals and challenge questions

	Good practice goals 	Score*	Challenge questions 
1	Volunteer roles are created to meet identified needs of ESOL learners.		<ul style="list-style-type: none"> <li>How well do the volunteer roles we offer meet learners’ needs in this area?</li> <li>How do we identify and respond to any unmet needs?</li> </ul>
2	Clear role descriptions are implemented for all volunteering roles that support ESOL learning.		<ul style="list-style-type: none"> <li>How do we know our volunteer role descriptions reflects the volunteers’ roles?</li> <li>How do we ensure volunteers have distinct roles to paid staff?</li> </ul>
3	Volunteer roles are inclusive and open to a diverse range of volunteers, including non-native speakers.		<ul style="list-style-type: none"> <li>How well do the roles we offer encourage a diverse group of volunteers and reflect the communities we work with?</li> </ul>
4	Volunteer roles are developed to support English language practice within other contexts, using the skills of volunteers e.g. in STEM, art, music, local knowledge.		<ul style="list-style-type: none"> <li>How well do the roles we offer use skills volunteers have, beyond English language teaching? How do we know?</li> </ul>

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**\* Score your organisation on each good practice goal:**

1 = We are satisfied with this | 2 = Let’s consider a change | 3 = Let’s make a change