3 Induction and initial training

Resources will differ across organisations, and therefore, the capacity to offer induction and initial training. Some organisations can offer an accredited course and some a shadowing session with an experienced volunteer. While being realistic, organisations should review their induction processes regularly to ensure their volunteers feel prepared for their specific role. This will help retain volunteers and ensure learners receive good quality language support.

"I am a newly qualified CELTA tutor and I found the training sessions extremely useful. Also, having a coordinator at all of the teaching sessions is useful."

- Tutoi

Good practice goals and challenge questions

	Good practice goals	Score*	Challenge questions
1	All volunteers receive an induction to the project and their role, by a qualified coordinator.		How do we evaluate our induction procedure?
2	Initial training meets the needs of the role and ensure volunteers feel prepared for their role. (Key areas summarised, appendix A4)		 What changes do we need to make to our induction or initial training to reflect the needs of the learners, volunteers and our project? How do we know how well we prepare volunteers for their role?
3	Induction procedures include safeguarding and the boundaries of the volunteering role.		 How do we review whether training on safeguarding and boundaries is sufficient for the role?
4	Volunteers are supported join the CLD Standards Council or an associated teaching body, such as NATECLA, where eligible.		 How well do we support volunteers to join professional bodies?
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* Score your organisation on each good practice goal: