

# people and places: responsible volunteering

## SUPPORT PLAN FOR WORK OF VOLUNTEERS AT GOOD WORK FOUNDATION 2023-2024

This plan describes ways in which volunteers can help this project to develop their aims and goals and gives examples of ways in which volunteers have contributed in the past.

Comments are based on the work of volunteers during the period up to December 2022 and are derived from questionnaires completed by the projects and reports written by the volunteers. New aims and actions, if any, are shown in **green** and these have been identified from requests made by the projects or have arisen from the work done by volunteers. Any completed aims or aims not currently required are shown in **blue**.

AIMS	ACTIONS	WORK DONE TOWARDS THESE GOALS
<p>1. To work remotely (e-volunteering) with Good Work Foundation to provide ongoing support in the area of staff support and development</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate skills could link up one-to-one with GWF staff to mentor them and provide coaching as required (personal or professional)</li> <li>• Volunteers with appropriate skills could work with the GWF team on leadership and management skills</li> <li>• Volunteers with appropriate skills could work with GWF to further develop teamwork and team-growing which is fundamental to their way of working</li> <li>• Volunteers could link up with small groups of GWF staff and/or students for practice in conversational English</li> <li>• A volunteer could run an online book club for interested members of the GWF team.</li> <li>• Volunteers could run online sessions in relaxation skills such as mindfulness and yoga</li> </ul>	<ul style="list-style-type: none"> <li>• A volunteer ran a very successful book group with a group of facilitators during 2021, using reading as a means of starting discussions on many relevant issues, enabling some people to appreciate the joy of completing a book for the first time, and enabling this group to continue into a second year independently. She repeated this with a new group of facilitators during 2022.</li> </ul>

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<p>2. To work remotely (e-volunteering) with Good Work Foundation to support the Facilitator Academy</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate skills in education or teacher-training could provide online support for the recently-created Facilitator Academy in aspects such as classroom management, planning lessons, working with children of different abilities, classroom discipline, activities to engage learners, teaching English/Phonics, teaching Maths, blended learning.</li> <li>• Volunteers could provide online training for students on this course in aspects such as how children learn, how the brain works.</li> <li>• A volunteer could work one-to-one with the Facilitator Academy Manager to support his leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• One volunteer helped to deliver modules on teaching and learning to learners in the Facilitator Academy as a 12-week e-volunteer placement.</li> </ul>
<p>3. To support the staff of Good Work Foundation in their work with school children, volunteering in situ</p>	<ul style="list-style-type: none"> <li>• Volunteers could help to deliver the Open Learning programme, helping children to develop their skills in English, Maths and Science (biology/ conservation) through the use of various types of digital technology (computers, tablets and interactive whiteboards)</li> <li>• Volunteers could help children to become more confident in their understanding of and ability to speak English, through conversation with them both in formal and informal settings</li> <li>• Volunteers could help to familiarise children with spoken English by helping to set up reading circles</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Volunteers could help to create a variety of resources and visual aids to help with the teaching of English and Maths</li> <li>• Volunteers could work with facilitators to expose the young learners to coding and robotics activities</li> <li>• Volunteers with skills in one of the creative arts such as drama, music, art could run creative workshops for the children</li> </ul>	
<p>4. Volunteering in-situ, to help support the staff of Good Work Foundation in their work with adult learners</p>	<ul style="list-style-type: none"> <li>• Volunteers could help the facilitators to deliver the English modules in the Bridging Year and work with students to improve their written and spoken English.</li> <li>• Volunteers could work alongside the facilitators to deliver the Digital Modules of Bridging Year programme – that includes ICDL (computer literacy), Ready to Work Programme and Media classes</li> <li>• Volunteers could contribute to the teaching of Life Skills, running sessions on aspects such as interview skills, writing your CV, budgeting and job seeking.</li> <li>• Volunteers could run workshops on topics such as starting your own business, entrepreneurship skills, writing business plans.</li> <li>• Volunteers with appropriate experience could assist the Student Support Staff and students with career guidance</li> <li>• Volunteers could work with the newly formed men's group – delivering mentorship, leadership and mental health activities and discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Some volunteers have worked regularly with the adult English classes to support their learning. Volunteers have also helped to support reading groups. One volunteer helped students prepare a playlet as part of their English programme which helped facilitators transition from 'chalk and talk' to learners' active involvement in lessons, and there is plenty of scope for volunteers to develop this further.</li> <li>• One volunteer prepared learning packs for the Life Skills program and helped to deliver professional skills lessons, particularly focused on written and emails skills.</li> <li>• A volunteer worked with local staff to produce an entire new year-long curriculum/ programme for the Bridging Academy, comprising 6 modules designed to equip students either for further study or for progression into the jobs market. Future volunteers may be asked to develop this further.</li> </ul>

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	<ul style="list-style-type: none"> <li>• There is also a group mentor programme that is run for the Adult students. Here volunteers can work with the facilitators as well as within the groups</li> </ul>	<ul style="list-style-type: none"> <li>• One volunteer worked with the media academy, tutoring students on the use of the Adobe suite products and working with them to create more engagement on social media.</li> <li>• A volunteer worked with the coordinator of the conservation programme; a further volunteer helped prepare field guide lesson packs for use on this course.</li> <li>• One volunteer helped a student write a business plan for his coffee shop. Another helped build a financial model for a start-up business.</li> <li>• One volunteer supported GWF in the Career Interest Profiling of students and another built on the existing programme, developing and presenting possible follow-up material to help students with career planning. A further volunteer led careers guidance discussions with school leavers and bridging students.</li> <li>• A volunteer, at GWF's request, conducted an in-depth review of the Bridging Academy, identifying strengths and weaknesses and making recommendations for the way forward</li> <li>• One volunteer started a women's circle which opened up a safe space for women to discuss issues such as abusive relationships, bride price and marriage and the challenges of being an educated woman in South Africa.</li> </ul>
<p>5. Volunteering in-situ, to help to develop the skills</p>	<ul style="list-style-type: none"> <li>• Volunteers with appropriate experience could help run teacher training workshops for the facilitators and</li> </ul>	<ul style="list-style-type: none"> <li>• Two volunteers helped run a training and team building session on Professionalism and</li> </ul>

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and expertise of the staff, both at Good Work Foundation and in the schools and community they support

volunteers, to support and expand on the Skype training they receive from a number of International Universities.

- All volunteers should aim to act as mentors to facilitators (teachers) they work with.
- Volunteers could help with curriculum development for the Open Learning Programme, helping to link the work done digitally at the Learning Centres to the school curriculum to ensure it supports and extends it appropriately.
- Volunteers with experience of business could help the organisation to develop – for example a volunteer experienced in marketing could help to support GWF's marketing team.
- GWF staff form a strong team and volunteers could use their skills to help the organisation develop further in this respect.
- Volunteers with technical skills could help to provide technical support as required
- A volunteer with architectural experience could help the Centres to plan their campuses for growth in the future
- Volunteers with appropriate experience could work with teachers (facilitators) in the schools supported by GWF, helping them to use the strategies taught through digital apps on an everyday basis and with ideas as to how to use digital technology in their classrooms. GWF runs frequent Teacher training workshops and volunteers

Communication, and followed this up with further workshops in a subsequent placement. Another ran workshops on child development and attachment theory. The volunteer who helped with curriculum design for the Bridging Academy provided staff training on the new course to enable local staff to deliver it effectively.

- All volunteers have acted as mentors to facilitators (teachers) they have worked with. In particular one volunteer acted as mentor for a new English facilitator at the new campus, attending many of his lessons and providing him with ideas and tools to better engage his adult learners. Mentoring was also provided for the newly appointed head of conservation. One volunteer conducted an analysis of the mentoring programme, at the request of GWF.
- One volunteer helped the Media Coordinator to create the curriculum for a new media course for the adult learning academy. Another helped to update the English language course, making it more relevant in a local context.
- One volunteer worked alongside GWF management staff to develop their organisational structure at a time of massive growth for the organisation. She helped review job descriptions and roles and responsibilities and trained a team to run assessment days for the recruitment of students. She also coached the management team on how to structure and run

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	<p>would be able to be a part of this extension of skills into our neighbouring partner schools.</p> <ul style="list-style-type: none"><li>• Volunteers with expertise in health and social care could help with the work GWF support in the community and more specifically with our local Hazyview partner which runs a number of Pastoral Care programmes</li></ul>	<p>meetings, (followed up by further volunteer) and designed a training programme for the newly appointed HR manager, who she continued to mentor via Skype after her return home. Another volunteer ran some management training sessions for GWF managers.</p> <ul style="list-style-type: none"><li>• One volunteer successfully helped promote GWF's presence on social media and Facebook.</li><li>• One volunteer ran a mindfulness course for some staff and conducted several short meditation sessions with other staff which were very well received.</li></ul>
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Reviewed December 2022