

people and places:responsible volunteering

SUPPORT PLAN FOR WORK OF VOLUNTEERS IN SCHOOLS AND WITH TEACHERS IN THE GAMBIA 2018-2019

This plan describes ways in which volunteers can help this project to develop their aims and goals.

Comments are based on the work of volunteers in the period up to December 2017, 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 either been identified from requests made by the projects or have arisen from the work done by volunteers.

| AIMS | ACTIONS AND COMMENTS |
|---|--|
| <p>1. To help the teachers to plan lessons based around a variety of child-centred activities</p> | <ul style="list-style-type: none"> • Volunteers have demonstrated different methods and techniques to provide variety and give the teachers ideas for new approaches to learning (e.g. stories, games, songs, art and craft work). One volunteer emphasised that the idea that a child learns through play was a bigger learning curve for the teacher than the children. Future volunteers could continue this approach and extend it to further classes and schools. • Volunteers have begun to help with classroom management techniques, showing the teachers how to manage a variety of simultaneous activities within the classroom. One volunteer provided furniture for the nursery classroom in the school where she worked to facilitate the organisation of different activities. • Volunteers have worked with some teachers to implement the idea of free play, and this would be a priority for future volunteers. One recent volunteer focused on outdoor play, providing materials for sand and water play, which was very popular with the children. • Volunteers could help the teachers to produce more focused lesson plans which make better use of time. |

people and places: responsible volunteering

| | |
|--|---|
| | <ul style="list-style-type: none">• Volunteers could help to ensure that every day has at least one learning objective and that both children and teachers know that this has been achieved. |
| 2. To help the schools to develop their thematic approach so that they cover effectively all learning areas/subjects | <ul style="list-style-type: none">• Volunteers with appropriate knowledge could focus on particular learning areas or subjects e.g. numeracy, science, and work with the teachers to develop new ways of teaching this subject. Volunteers so far have covered work in different subjects, especially maths, but the thematic approach is relatively new and future volunteers could help teachers to implement this successfully.• Volunteers could work with the teachers to further develop their method of theme-webbing so that a greater variety of ways is shown in which the different learning areas can be covered. |
| 3. To help to train the teachers in Jolly Phonics | <ul style="list-style-type: none">• Volunteers with appropriate knowledge and experience have worked with the teachers in some schools to develop this approach to learning, explaining the reasoning behind this method of language learning. Some training has also been provided within the Gambia. Future volunteers could continue to implement this method in other schools.• Some volunteers have brought some Jolly Phonics resources but these are not available in all schools. Volunteers could teach the children and the teachers where necessary the Jolly Phonics songs so that they can implement this method of teaching even without CDs, books and posters. |

people and places: responsible volunteering

| | |
|---|--|
| <p>4. To help the teachers find or make teaching aids to supplement the children's learning</p> | <ul style="list-style-type: none">• Volunteers have begun to work with the teachers to identify areas of their teaching where they would benefit from having teaching aids.• Volunteers have helped the teachers to think of ways these resources could be made from local materials (e.g. bottle tops, shells from the beach, local fruits), and helped to produce them. Future volunteers should continue to help the teachers supplement their resources for learning.• Volunteers could help the teachers to find ways of storing these materials safely so that they can be used again in the future, and encourage teachers to use them regularly. One volunteer has helped several schools to organise their Dream Corners and distribute the resources effectively to different classes. |
| <p>5. To work with Lisong to develop training materials for workshops and to help run them</p> | <ul style="list-style-type: none">• Volunteers could help to produce training materials to address needs identified by the teachers in the schools and needs identified by Lisong in her work with the teachers (e.g. hands-on teaching techniques, classroom management techniques, development of teaching aids, special educational needs, development of creative arts). One volunteer helped to prepare and run a day's course on the 'greenie project'. Another ran workshops for the teachers at her school on using stories for literacy, phonic work and numeracy.• A volunteer could run a workshop on computer skills• Volunteers could run workshops in areas in which they have expertise e.g. active learning techniques |

people and places: responsible volunteering

| | |
|--|---|
| <p>6. To work with Lisong in providing support to schools through short training sessions in the schools</p> | <ul style="list-style-type: none">• Volunteers could help to run a workshop with heads and deputies to help them decide on areas where they would like further training e.g. leadership skills, education management• Volunteers could spend four days in each of the schools (Monday to Thursday) to work intensively with one or two staff to deliver this training and help to establish systems for the future |
| <p>7. To help with long-term strategic planning</p> | <ul style="list-style-type: none">• Volunteers could help with strategic planning, including costings, to expand Mary's Little Lamb Nursery (currently run by Lisong as a model nursery) so that it can also take grade school (primary) pupils.• Volunteers could help Lisong with long-term plans to formalise her teacher training programme, meeting the requirements of the national Education Policy for 2016-2030 which enables private institutions to deliver teacher training courses. |

Reviewed December 2017