

## SUPPORT PLAN FOR WORK OF VOLUNTEERS AT AMAR JYOTI AND SHIVA SHAKTI SCHOOLS 2020-2021

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

**The overall aim of the volunteer programme is to help the school become more confident and fluent in their use of English as the main language of teaching.**

Comments are based on the work of volunteers in the period up to December 2019, and are derived from questionnaires completed by the projects and reports written by the volunteers (although please note there was a gap between 2013 and 2018 when it was not possible to place volunteers in Nepal). 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 actions are shown in **blue**.

AIMS	ACTIONS
<p>1. To help the teachers at the primary schools to develop their proficiency in the use of English, including all four skills of listening speaking reading and writing, and in this way to increase their confidence in using English.</p>	<ul style="list-style-type: none"> <li>• Volunteers should use the English-medium textbooks with the teachers to support their understanding of the texts. Previous volunteers have begun this work, but the long gap between volunteers and changes in the texts mean this should be treated as a new aim.</li> <li>• Volunteers and teachers should discuss subjects covered in the textbooks, thereby widening the teachers' vocabulary and ensuring they can explain the subjects clearly to their classes.</li> <li>• Volunteers' and teachers' timetables could if possible be organised in a way that makes lesson planning meetings possible within the school day.</li> <li>• Volunteers should take every opportunity to converse with the teachers outside the classroom for example at lunchtimes - <b>many of the primary school teachers lack English speaking skills and are keen to develop them.</b> All previous volunteers have done this and future volunteers should continue this practice.</li> <li>• Some volunteers could work with the teachers where appropriate and on request to develop their English language skills e.g. understanding of grammar. One volunteer set up</li> </ul>

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	<p>one-to-one language classes at Amar Jyoti but it was hard for teachers to fit this in.</p>
<p>2. To help to develop over time a variety of teaching and learning methods in order to make lessons more interactive and interesting.</p>	<ul style="list-style-type: none"><li>• Volunteers could demonstrate a range of active teaching methods during lessons as appropriate (for example flashcards, stories, role-play, games, card-sorting, songs, creative writing etc.). Previous volunteers have done this <a href="#">at both Amar Jyoti and Shiva Shakti</a> and future volunteers should continue to develop this aim.</li><li>• <a href="#">Volunteers could encourage the use of conversational English as a formal teaching method with the children. One volunteer pointed out that although the children are good at reading, writing and rote-chanting they have little experience of speaking English in conversation and this limits their confidence in their use of the language.</a></li><li>• Volunteers could help teachers of the younger children develop a more play-based curriculum.</li><li>• During planning meetings volunteers could suggest different ways of delivering the content of the textbooks in a more interactive way.</li><li>• Volunteers could help the teachers to make teaching materials as appropriate within the constraints of available materials. <a href="#">Volunteers have made imaginative use of readily available materials such as stones, plastic bottles and leaves as teaching aids – one volunteer created a litter-picking activity to promote counting as well as a means of improving the environment.</a></li><li>• Resources for teaching and learning should be stored and catalogued in a way that makes them easy for volunteers and teachers to find and use. Early volunteers at Amar Jyoti made a start on this.</li><li>• Volunteers with appropriate knowledge and experience could help teachers develop ideas for the practical teaching of Science and IT, especially in classes 6 to 8.</li></ul>

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<p>3. To help to develop a more disciplined approach to learning in the primary school.</p>	<ul style="list-style-type: none"><li>• Volunteers could help teachers to work out simple rules for the classroom and playground and encourage their use during lessons. Some volunteers at Amar Jyoti did this but the gap with no volunteers means this aim will need to be readdressed.</li><li>• Volunteers could help to encourage good study habits in the children, such as putting hands up and not shouting out, while recognising that approaches to learning may be different to those volunteers are familiar with.</li><li>• Volunteers could encourage a system of praise for good behaviour within the classes to which they are attached.</li><li>• Volunteers should be formally introduced to the children by the teaching staff and addressed by them in the same way as regular members of staff.</li></ul>
<p>4. To begin to transfer skills to the Nepali teachers to make sure that the overall aim is achieved even when there are no volunteers at the school.</p>	<ul style="list-style-type: none"><li>• Volunteers should work with teachers in lessons and will not substitute for them except in exceptional circumstances.</li><li>• Volunteers and teachers should share the teaching in lessons, each delivering part of the lesson in order to encourage the sharing of skills.</li><li>• Planning meetings could be held as detailed in section 1 above.</li><li>• Teachers should be encouraged to use all resources available even when there are no volunteers at the school.</li><li>• As far as possible successive volunteers should adopt a consistent approach to their work within the school, building on and reinforcing the work of previous volunteers, for example using the same strategies to encourage calm behaviour.</li></ul>

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Reviewed October 2019