

# people and places:responsible volunteering

## SUPPORT PLAN FOR WORK OF VOLUNTEERS AT U.P.S CHITARDAI 2016-2017

This plan describes ways in which volunteers can help this project to develop the aims and goals which they have set.

Comments are based on the work of volunteers in the period up to December 2015, 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   |
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| <p>1. To help the children enjoy learning English, and in this way to develop the school's motto of 'Learn Through Play'.</p> | <ul style="list-style-type: none"> <li>• Volunteers have demonstrated a wide range of active teaching methods in their lessons (for example: flashcards, stories, drama, songs, interviews, games, card-sorting, storyboards, pictures, art and craft, creative writing). <b>One volunteer took children on walks around their villages as a basis for their written work.</b> Future volunteers need to continue this approach, introducing further ideas and giving the teachers further opportunity to try out these skills for themselves.</li> <li>• The school would like to extend this approach to subjects in the school curriculum other than English, in particular Science and Maths. <b>One volunteer made good use of practical activities for Science teaching e.g. growing beans in jars, recording daily temperatures and working with magnets. There is also potential for useful work in Environmental Studies, for example looking at the problems caused locally by the disappearance of the vultures.</b></li> <li>• Resources for teaching and learning (for example flashcards) have been carefully stored. <b>One volunteer has started to catalogue them in a way that makes them easy for teachers and volunteers to find and use. Further volunteers should encourage teachers to make use of these resources.</b></li> <li>• Volunteers have started to help develop the use of ICT as an activity for learning, particularly with the current class 8 and 9, working with small groups of children to develop their ICT skills.</li> </ul> |

## people and places: responsible volunteering

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|   | <p>Future volunteers should aim to continue this approach and begin to support teachers in their use of ICT to prepare teaching materials, although the small number of computers and unreliable Internet access make this target hard to achieve quickly.</p> <ul style="list-style-type: none"><li>• Some group work activities have been done with volunteers, and although this is not a normal way of working future volunteers could continue to develop this approach. <b>Volunteers who have created mixed groups of boys and girls find this is a new but usually effective approach.</b></li><li>• Volunteers have worked out and demonstrated different teaching and learning activities relating to some sections of the school textbooks. Future volunteers could work with teachers to write schemes of work for the Indian syllabus, related to the school textbooks, which incorporate many different learning activities.</li></ul>   |
| <p>2. To help all the children understand English and become confident in using it at an appropriate level.</p> | <ul style="list-style-type: none"><li>• Volunteers have tried to focus on the importance of learning rather than teaching, and this remains an ongoing target.</li><li>• Some volunteers have introduced strategies such as the use of red and green cards to indicate agreement or disagreement as a means of helping teachers to see whether or not children have understood the work. Future volunteers could continue to introduce further means of helping teachers to identify whether or not children have <b>understood</b> the work rather than just completed it.</li><li>• Volunteers are asked to concentrate on activities designed to help the children become more confident in <u>speaking</u> English. Volunteers so far have done quite a lot of conversational work which has worked successfully and the head-teacher would like this to be a top priority for future volunteers. <b>One volunteer did a lot of work with the younger children on the correct pronunciation of English words, and it is hoped that future volunteers can build on this with the younger classes and extend it throughout the school.</b></li></ul> |

## people and places: responsible volunteering

- Volunteers are also asked to help the children understand English grammar, including tenses and sentence construction, as this is such an important part of their curriculum and exams. All volunteers so far who have worked with the older children have included some work on this.
- Volunteers with experience/skills in Special Educational Needs could help the school to identify children's learning needs and demonstrate ways of helping them to learn alongside the rest of the class. One volunteer has worked with the younger children to show that a class can be working on a variety of different activities, at different levels of difficulty, and still all be learning effectively.
- Volunteers could help to develop extension activities for the most able children to help them to progress in their learning at a speed appropriate for them. Although volunteers have done a little of this with individual able children this remains an ongoing target.
- All volunteers within the last three years have been qualified teachers, but volunteers who are not teachers could be used effectively as teaching assistants to support individuals/groups of children with particular learning needs.
- All children should be included in class activities, presentations to parents, displays of work etc. Current volunteers have tried to achieve this as far as possible, and it remains an ongoing target. Several volunteers have developed strategies to ensure that all children are encouraged to participate, and to make sure time is found to work with children as individuals.

## people and places: responsible volunteering

3. To begin to transfer skills to Indian teachers to make sure that the aims are achieved even when there are no volunteers at the school.

- Volunteers should plan some lessons jointly with teachers, with preparation time built into the school day to allow this to happen, to enable them to work together to prepare activities and resources to support the Indian syllabus. This has not always proved easy, but the most recent volunteer did have some planning time allocated, although most resources were still produced by the volunteer. This target should be seen as essential for future volunteers.
- Volunteers and teachers could teach some lessons together. Some team-teaching has taken place very successfully and future volunteers will be able to take this further.
- One volunteer ran a teacher-training session on active learning strategies for 12 teachers from local schools and there is demand for further sessions in the future.
- As and when possible, volunteers will be involved with staff from schools near to Chitardai, (particularly feeder schools) visiting their school/s to support English teaching and/or hosting teachers to observe lessons. Some visits have been made by volunteers so far but no teaching in other schools has yet taken place.
- The teachers have also requested training in English for themselves – grammar, sentence construction, paragraph writing and pronunciation

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