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Volunteer Handbook

All you need to know about volunteering with us

Scottish Charity SC029640

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A WELCOME TO OUR VOLUNTEERS

I would like to take this opportunity to welcome you to the Stirling School of English (SSE) which was constituted in 1999. SSE is a small, volunteer-led organisation with just one part-time employee. Your gift of time, energy and experience is at the heart of the organisation and your contribution is invaluable.

This handbook provides you with the essential information for volunteering with the SSE. In addition, you will be given information on the kind of volunteer work you have chosen to do. If you have any questions about your role, please speak to the Volunteer Manager.

Because we are a small organisation with limited resources, we encourage you to come to our professional development sessions as a means of getting support and sharing experiences with people in similar roles, as well as giving us feedback and suggestions about the organisation.

I do hope you enjoy volunteering with us and that your contribution to welcoming, socialising with and teaching foreigners is an enjoyable and rewarding experience.

David Howes
Chairman
Stirling School of English

Who is a Volunteer?

A volunteer is someone who commits time and energy to benefit others, freely, through personal choice and without expecting financial reward, except for out-of-pocket expenses.

Our volunteers make a commitment to support the work of SSE.

How Volunteers Are Involved With SSE?

Our volunteers help us to achieve our aims in a variety of ways including:

1. Tutoring Team: provides language tuition to all whose first language is not English, regardless of ability, ethnicity and political or religious beliefs.
2. Providing governance and vision by serving as Trustees on the Management Board (Board of Governors)

3. External Relations Team which includes: developing, designing and distributing publicity materials; developing partnership with organisations; helping out with social media; working with the Scottish Government
4. Fundraising Team by researching and compiling funding applications where we meet the criteria or being involved in our events that raise money.
5. We also have a number of other volunteers who help out in various other ways, including monitoring and evaluation, policy developing, administration, moving furniture, helping out in a café

SSE believes that every volunteer should be given clear guidelines about their role and responsibilities.

Aims and Objectives of SSE

The aim of the Stirling School of English is to advance the education of persons whose first language is not English, regardless of ability, gender, ethnic origin or political or religious beliefs, by providing them with high quality small group or individual tuition AND to provide support for tutors to enhance the tuition of English to Speakers of Other Languages (ESOL).

The Stirling School of English is a voluntary organisation. Volunteers are engaged to

- deliver English language teaching tuition by whatever means possible which meets the needs of our students
- provide new skills and perspectives to our learners
- a range of support services, e.g. administration, crèche, IT
- make decisions about service delivery
- provide regular feedback to improve service delivery
- Volunteers are engaged in the governance of the organisation and appointed to the Board of management at the AGM

The Stirling School of English is committed to

- support volunteers in the delivery of services

- be responsive to the needs of volunteers
- provide different skills and perspectives
- offer opportunities for participation by people who might otherwise be excluded
- provide initial and ongoing training and support for volunteers

Principles

The Stirling School of English

- believes that voluntary work should be of benefit to volunteers as well as to service users
- will ensure that volunteers are at the centre of the decision-making process
- will ensure that volunteers are given satisfying work and personal development to meet their needs
- believes that volunteers should receive the support to enable them to carry out their functions
- adopts flexible working practice

Our Venues

Morning Classes take place in Level One: 61-63 Murray Place
Stirling, FK8 1AP

Evening Classes on Tuesdays and Thursdays take place at Wallace
High: Airthrey Rd, Stirling FK9 5HW

Virtual Classes: zoom or Google Meet

Our Structure

SSE is a volunteer organisation. We have one part-time member of staff- the Volunteer Manager, Ilona Hunter- and everybody else is a volunteer.

Trustees

David Howes: chair, fundraising
Peter Mehta: secretary
Malcolm Shaw: treasurer

Lore Kelling: fundraising
Bill Pritchard: Policies

Board members: trustees, Margaret McCann, Gaele Macfarlane, Ruth Allan

Membership

Every Volunteer Tutor will become a member by signing the Volunteer Agreement. Membership is non-political and non-sectarian and open to everybody who is willing or engaged in the tuition of ESOL, including the undertaking of appropriate training.

Membership shall cease if the individual has stopped volunteering either by declaration or by non-attendance for 6 weeks.

Insurance

All volunteers are covered by the indemnity insurance taken out by the Stirling School of English. This will cover them whilst they are on the premises and engaged in the work of the Stirling School of English.

Health and Safety

Volunteers should adhere to the Health and Safety Policy of the Stirling School of English AND to the Health and Safety Policy of Stirling Baptist Church-Level One. All volunteers should take part in the regular fire drills and inform the Volunteer Manager immediately of any perceived risks. Faulty electrical equipment should not be used but handed in to the Volunteer Manager or Administrative Assistant.

- Looking after your mental Health and wellbeing:

The health and wellbeing of the school's community is of paramount importance. The school recognises that the Coronavirus (COVID-19) outbreak will affect each of us in different ways and will present personal and health challenges to many.

It can be normal to feel overwhelmed and anxious by the current situation, although it's important to allow ourselves time to adjust to the impact of these changes. While it's important to stay informed, there are also many things that we can do to support and manage our wellbeing during such times. On this webpage you can find information on Coronavirus and your wellbeing.

MIND and the Mental Health Foundation have created helpful guides to support individuals to maintain their health and wellbeing during the Coronavirus outbreak. These resources highlight the importance of considering the impact that our daily routine, environment, activity levels, nutrition, social interaction and self-care habits can have on our overall quality of life during this difficult period of adjustment.

- Although your volunteering engagement may only be for a small number of hours per week, you should still be aware of good working from home practices and try to adhere to them to avoid any accidents or injuries. The following checklist can help you create a safe environment for home volunteering:

<https://www.hse.gov.uk/pubns/ck1.pdf>

Crèche and Safety of Children

A child is a person under the age of 16 years.

During breaks, you might have contact with students' children, however, you should not undertake the care of children as part of your volunteering, e.g. baby-sitting or similar tasks. Also, you should not be left alone with a child or children except in case of an emergency. If you have concerns about the welfare of a child or children, you must share these with the Volunteer Manager. Please see our Child Protection Policy for more details.

Personal Safety

Please remember that it is your responsibility to ensure that while volunteering you do everything possible to avoid injury to yourself or others. If an incident or accident or any injury occurs to you, please report it to the Volunteer Manager who is a First Aider.

If your role as a volunteer involves you dealing with members of the public, either over the phone or in person, it is expected that you will be polite and courteous at all times.

If you have any concerns, incidents, near misses etc. please do speak to a volunteer manager for personal support and to enable appropriate recording and risk assessment to be undertaken.

Drugs, Alcohol and Smoking

The use of non-prescription drugs and the use of alcohol are not permitted while volunteering with us. Volunteers reporting for volunteering under the influence of alcohol or non-prescription drugs will be sent home and may be subject to disciplinary action.

Equal Opportunities

The Stirling School of English operates an equal opportunities policy in respect of both volunteer tutors and service users. Volunteers are expected to have an understanding of and commitment to the Equal Opportunities Policy available on our website.

Confidentiality

Although there is generally no requirement for confidentiality, volunteer tutors should aim to provide a supportive environment for all learners. Knowledge of volunteers' personal details is restricted to those who need it and passed on only with the volunteer's consent.

Regard is taken to storage of confidential documents in line with our Data Protection Policy.

If the work of a volunteer is emotionally demanding and stressful, he/she should use the opportunity to make an appointment with the Volunteer Manager outside of teaching hours to receive additional support.

Complaints

Please refer to our Complaints Policy available on our website.

Problems and Misconduct

In line with the Complaints procedure, volunteers may discuss any concerns they have at any time with the Volunteer Manager.

If a problem arises with the Volunteer Manager, the volunteer may go directly to the chairperson.

If the Volunteer Manager is unable to resolve the problem he/she will refer the matter, with the permission of the volunteer, to the Board of Management.

Whilst in our experience it is very uncommon for volunteers to engage in misconduct, volunteers are reminded that they are expected to adhere to their role description and our values. If there are occasions when disciplinary or performance issues arise SSE will handle them fairly and consistently.

Endings

The minimum involvement with the SSE is one semester.

Volunteers are very much appreciated, and the Board of the Stirling School of English can learn from their experiences. Therefore, all volunteers are asked to fill in an 'exit' form and submit it to the Volunteer Manager.

The Stirling School of English would be pleased to provide a reference for any volunteer if requested after completing one semester of volunteering.

Volunteers will be supported to move on to other options.

Semesters and Summer School

The SSE operates on a semester system. The two semesters, Autumn and Winter/Spring are approximately 15 weeks long. The summer school runs for four weeks. Please consult the [Academic Calendar](#) available on the website for the exact start and finish dates for each semester.

Recruitment and Selection

Recruitment of volunteers will be from all sections of the community and be in line with the Equal Opportunities Policy of the Stirling School of English. It can be done in person or online.

People interested in becoming volunteers with the Stirling School of English will be selected in the following way:

- They will be invited for an informal talk with the Volunteer Manager.

- They will be asked to complete a simple Volunteer Application form and supply one referee.
- They will also be given the opportunity to talk to other volunteers and students and to observe classes.
- Depending on qualifications and experience, volunteers may be asked to complete initial ESOL training.

All volunteer tutors will be expected to take part in the Continuous Professional Development Programme and in the Volunteer Feedback/Review session at the end of each semester.

Some volunteers, including all crèche volunteers, may come in contact with adults at risk or children. They will therefore be asked to go through a 'PVG' check provided by the Volunteer Scotland and to provide information about any criminal convictions. This information will be dealt with in the strictest confidence, and it will not necessarily prejudice the person being accepted for voluntary work.

Volunteer Agreement

Each volunteer will be given a role description, a handbook and a Volunteer Agreement containing full information about their chosen area of work and a clear idea of their responsibilities as well as the responsibilities of the Stirling School of English towards them.

Neither of these documents is a contract and will not lead to paid employment.

Expenses

Travel expenses will not be paid automatically but only in cases where non-payment of travel expenses would prevent the volunteer from volunteering. Travel expenses should be claimed on a weekly basis. Train or bus tickets must be shown, and a receipt signed for 'petty cash'.

Other expenses may be reimbursed provided they are approved by the Volunteer Manager or a Board Member beforehand. Please refer to our Expenses Procedure available on our website.

Tutors who use an online platform for teaching on a regular basis can claim up to £5.00 per month towards the cost of their internet. The payment can be made in cash, upon submission of an invoice by the tutor, and recorded as expenses/cash/tutor support.

Induction and Training

All volunteers will be able to have a chat with the Volunteer Manager and see the Stirling School of English in action as well as talk to other volunteers and students before committing themselves to volunteering and observing some classes. Depending on qualifications and experience, initial ESOL training for tutors may have to be completed.

Tutors who feel confident to teach may do so after the induction during which they will find out how the school works, who the students are, where to find policies. Those, who need more training are asked to observe at least 3 different classes, chose one they feel comfortable teaching and shadow the class tutor. The class tutor will work together with the trainee and co-teach the class and give feedback.

As a small organisation with limited capacity, volunteer tutors are expected to attend the continuous professional development (CPD) programme, take part in a chosen webinar once per semester as part of ongoing support and training for their roles.

We expect our volunteers to take part in the end of semester review/feedback sessions.

Support and Review Meetings

All volunteers will have regular access to the Volunteer Manager (in-person, by phone or online) who will receive regular feedback, provide support and discuss future development. He/she will also be the first contact point if problems arise. Support sessions can be arranged outside of teaching hours.

All volunteers are encouraged to express their views at the regular review/feedback meetings, both regarding their own needs as well as those of the service users.

Training needs can be addressed through the continuous professional development programme.

A review meeting is a more formal opportunity to look at what has happened since you started in your role or since your last review and to discuss what further support and guidance you may need and how to achieve this. This should not be confused with the formal performance appraisals many people have at work. SSE does not have the capacity to offer this to all volunteers as a matter of course. However, **if you would like to have a review meeting, please contact the Volunteer Manager to arrange it.**

Absences

If you are unwell and not able to volunteer, **send a text** to the Volunteer Manager as soon as you can and before **7:30** am so that a cover can be arranged. Tutors, if you are able to, please also send an email/text with any instructions for the covering tutor, otherwise they will base their class on your notes in your class register.

If you have planned holidays during the school semester, please inform the Volunteer Manager as soon as you can and speak to the covering tutor closer to the holiday to pass on any information about your class and the content covered.

Levels

There are six levels at which students enter the SSE based on the initial assessment: Beginner, Elementary (A1), Pre-intermediate (A2), Intermediate (B1), Upper intermediate (B2) and Advanced (C1).

A student's level may be changed based on their performance in the first semester.

Occasionally, students are sometimes enrolled in one level, and then moved to another level during the same semester, if this seems appropriate. If the tutors believe, based on diagnostic assignments in the classes, that a student is better in another level, they need to speak to the Volunteer

Manager who will then arrange a meeting with both the student and their tutor. However, students are not forced to move up or down in levels.

Classes and students

Our students come from various countries and walks of life. Some of them work shifts, have families or other commitments that might have a negative effect on their attendance. Therefore, tutors need to be very flexible with planning classes- one day they might have 4 students and the next day 4 different students in their class.

Tutors, ***please speak to your students about the importance of attending regularly and ask them to tell you about any planned absences.***

Teachers teaching online will be given all necessary login details, e-course book and instructions on using the software. If you experience any technical difficulties at any time, please contact the manager on their mobile.

During your first class tell the learners what your expectations are, share your email and how you would like them to contact you, remind them to buy a book (if applicable), check their practical 'Zoom' skills and the importance of muting/unmuting, remind them how to access Google Classroom (if applicable).

Exam Classes

We are not an exam centre, however, we prepare students for FCE, CAE, CPE, Citizenship and IELTS exams.

A student must be at:

- an upper-intermediate (B2) level to join and FCE class or IELTS Intermediate classes
- an advanced level (C1) to join CAE, CPE or IELTS Advanced

The deadline for joining exam preparation classes is the end of September.

Advice for new teachers

For those of you with limited ELT experience, here are a few quick pieces of advice for working with learners of English.

- **Speak as naturally and as clearly as possible** ... but keep your sentences short and simple. Think about what you want to say, and how you can say it in a way that the student will understand.
- If you usually talk quickly, with low-level classes **try to speak a little more slowly than usual**, but don't speak so slowly that your speech sounds unnatural.
- **Use everyday common words and expressions**, but avoid using slang and idioms, especially with low levels. If you use slang and idioms, ask the students if they know what they mean.
- **Use images, photos, realia (real objects), gesture and mime** to aid understanding. This may be a little trickier online, but certainly not impossible.
- **Allow thinking time.** Many English language learners will come from cultures where silence is not uncomfortable. Bear in mind that more processing time is required when listening for comprehension in a second language. There is no harm in waiting (perhaps up to 10 seconds) before repeating or restating a question.
- **Use concept-checking questions to assess understanding.** "Do you understand?" or "Does that make sense?" are not reliable indicators of comprehension. Concept questions should be simple. More complex language will only confuse matters, but familiar language will help your students express their understanding.

You can use yes / no questions and closed questions. For example, to check the understanding of *search engine*, you could ask:

"Can you speak to your friends on a search engine?"

"Which is a search engine: Google or WhatsApp?"

Do not ask a question that uses the target language as the answer.

A few things that help students:

- **Encouragement and support** – this helps to boost the learner's confidence and makes them feel welcome as a learner of English
- **Positive, corrective feedback** – pointing out mistakes and misunderstandings (in a supportive, encouraging way) helps the learner to notice language forms and communicate more effectively. That said, do not correct every mistake – focus on the most important. It is better for students' learning (and confidence) if they're told how to self-correct one type of error at a time, rather than five or six. A good technique is to take notes of mistakes, put them up on the screen and ask the learners to correct them.
- **Rewards that encourage persistence.** Language learning can be slow and hard (lots of repetition and reinforcement may be necessary), but

persistence is vital, so any kind of reward, even just someone taking a genuine interest in the learner's progress, is very helpful.

The British Council publication [ESOL Nexus professional development: An introduction to teaching ESOL one-to-one](#)⁴ is a very useful guide for ESOL volunteers.

If you require any advice or support in working with learners of English, please contact the Manager.

Working with refugee learners

“No one leaves home unless home is the mouth of a shark.”

- Warsan Shire, [Home](#)

Some learners attending classes are originally from Syria, Sudan or Afghanistan. Resettled refugees are likely to have experienced war and other types of trauma in their lives. Many will have faced the sorts of ordeals we probably can't imagine. Some may have arrived in Scotland after years in holding camps, far from home, far from family and friends.

Regardless of how long a refugee has been living in this country, adapting to a different culture with different social norms is a bewildering experience, and it takes time to integrate and feel at home. It is important to be mindful of this when providing support to refugee learners.

The two key words are **empathy** and **sensitivity**. The classroom as much as anywhere has to be a safe space. Make the students feel comfortable; give them patience and time.

When working with refugee learners, use your common sense and be sensitive like you would in any conversation. If you see that a student is uncomfortable, change the subject.

Topics to avoid¹: 1 Adapted from Volunteers, English Language Learners and Conversation Clubs: A Guide for Volunteers available at <https://learningandwork.org.uk/wp-content/uploads/2020/06/A-guide-for-volunteers.pdf>

- **Reasons for leaving their home country:** You may be curious to understand more, but don't ask. If a learner you're working

with talks about his or her home country, feel free to ask questions and get into a conversation about it. Again, use your common sense. If you really want to know more about the situation in a particular part of the world, the safest approach is to read the news. Needless to say, never offer your opinion on anything controversial.

- **Home countries:** It's fine to ask where someone is from, or to ask which part of the country, and whether they're from a town, a city or somewhere more rural or remote. Although you shouldn't ask *why* they left, in general, people love to talk about where they have come from and to compare their country with this one. Tread carefully, nevertheless.
- **War:** Many refugees have first-hand experience of the terrors of armed conflict. Offering your own (intellectual rather than experiential) opinions about war or hostilities in any part of the world is insensitive and inappropriate.
- **Family:** Generally, even if there has been a tragedy, people tend to like to talk about their families, but again, if someone seems uncomfortable, change the subject.
- **Their journey to the UK:** Such experiences are very often arduous and distressing. A student may tell you about them, but don't ask.
- **Immigration status:** The students you'll be working with are resettled refugees, and there is no reason to ask whether someone is a refugee, an asylum seeker or anything else². This is a topic to avoid, as much of their lives here will be, or will have been, dominated by their status.
- **Politics and religion:** Many people love a good conversation about politics or religion - but not everyone. The best advice is simply to avoid these topics.

Nevertheless, relationships are essential in every teaching and learning environment. As with any class, introduce yourself, get to know your students, and take an interest in their lives. Be someone with whom they feel comfortable, give them the opportunity to practise their English and the

confidence to contribute.

Remember that refugee students often have to juggle different elements of their lives, and they now have the added difficulties of learning online during a pandemic. You may find it helpful to browse the Google document [Crowdsourced Teaching Online with Care](#)³ to consider strategies for a 'pedagogy of care'.

If you have any concerns about the wellbeing of a student, please inform the Manager.

²For clarification on terms such as migrant, refugee and person seeking asylum, see:

www.refugeecouncil.org.uk/information/refugee-asylum-facts/the-truth-about-asylum/

³ Available at: <https://tinyurl.com/PedagogyofCare>

Notes on Arabic

The first language (or at least, the lingua franca) of the refugee students is Arabic.

Arabic is an official language in more than 20 countries, including Algeria, Iraq, Saudi Arabia, Sudan, Syria and Tunisia. It is also a major language in countries such as Chad, Djibouti and Bangladesh. Additionally, there are many Muslims throughout the world who, regardless of nationality, have some knowledge of the Arabic language due to their study of the Qur'an.

This section highlights a few of the features of Arabic which may account for specific difficulties faced by individuals learning English.

- In Arabic, the script is written from right to left.
- Word order is verb-subject-object (VSO). The verb is positioned first and followed by the subject of the sentence. Taking "I ate an apple" as an example (SVO), the word order in Arabic would correspond to "ate I apple".
- *However ...* in colloquial Arabic, the word order is subject-verb-object.
- There is no separate upper and lower case in Arabic, so errors in

capitalisation can be expected when learners write in European languages. There may be difficulties learning capitalisation rules for English and also in using a keyboard, as letter keys are only labelled with capitals.

- Arabic speakers sometimes confuse similar letters (p/q and b/d) when learning the Roman alphabet. When reading and writing, Arabic speakers may also mis-sequence letters within words because of right to left eye movements.
- Arabic spelling is directly linked to its pronunciation. If you can read Arabic you should, for the most part, know how to pronounce the words. English, on the other hand, is not phonetic at all, as we can see from the different pronunciations of the letter *o* in *got, go, wolf, women, and wonder*.
- Spoken Arabic has only six vowel sounds: three long and three short. Only the long sounds are represented by letters. Though this feature has a minor effect on the efficiency of reading in Arabic, it would appear to be responsible for a significant portion of the problems Arabic speakers face when reading in English. Students tend to rely heavily on consonants and overlook vowels, transferring the Arabic pattern into English texts, mistaking words like 'circuit' and 'mountains' for 'cricket' and 'moments'.

Although this is just a brief overview, it should be apparent that for many Arabic speakers, learning English is not just about learning new words, but learning to read and write all over again. Even concepts such as ticking boxes, underlining or highlighting can be confusing initially. On the other hand, it is important not to make assumptions. Some learners may have very basic literacy in their own language; others may be multilingual.

It is also worth noting that learners often feel writing is not important compared to speaking, and so they are reluctant to spend time on it. This is understandable, as for many, 'survival English' for everyday communication

is the primary concern

Initial Assessments

It consists of an informal chat with one of the tutors and reading and writing assessments and can be done in-person or online. More information and training will be provided at the volunteer tutor meetings and briefing before the first day of morning and evening classes. During the school year, the assessment is done by the Volunteer Manager.

Student Course Books

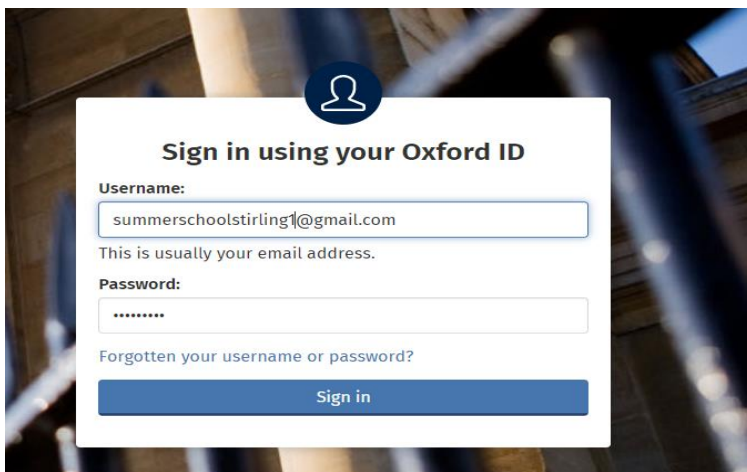
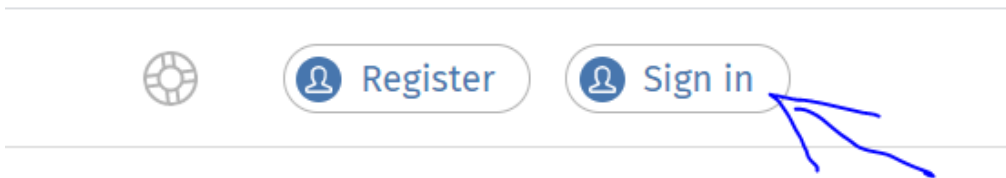
Every student attending an exam or social English class must purchase a legally acquired course book (**the latest edition, hard copy or editable e-copy**) and bring it to class within a fortnight of their enrolment. If a student does not have a course book, please refer them to the Volunteer Manager.

Students using Headway 5th Edition can access online practice. They can read how to register for it here:

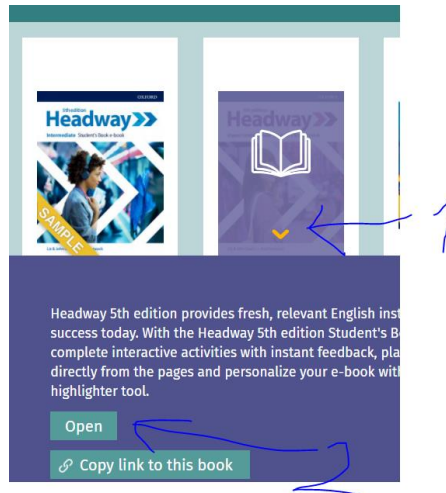
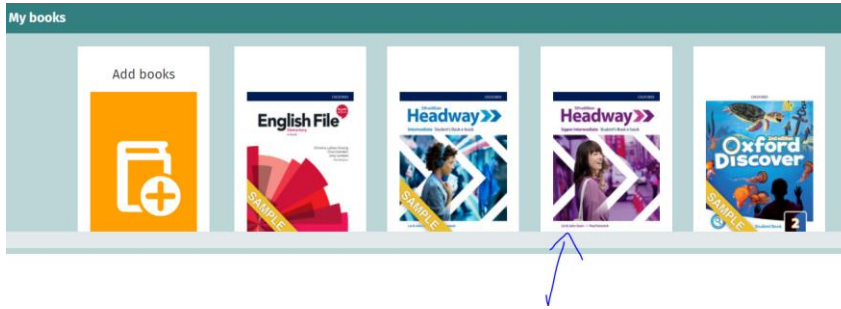
<https://help.oxfordonlinepractice.com/students/>

Accessing e-coursebooks:

- Go to: <https://www.oxfordlearnersbookshelf.com/>
- Sign in (not register) with given to you email and password:



- Scroll down and click on the book or workbook you want to use:

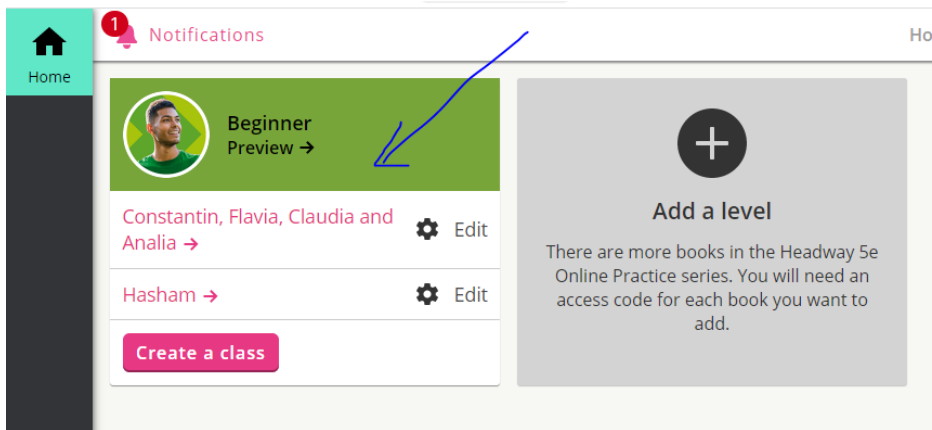


Headway- resources for teachers

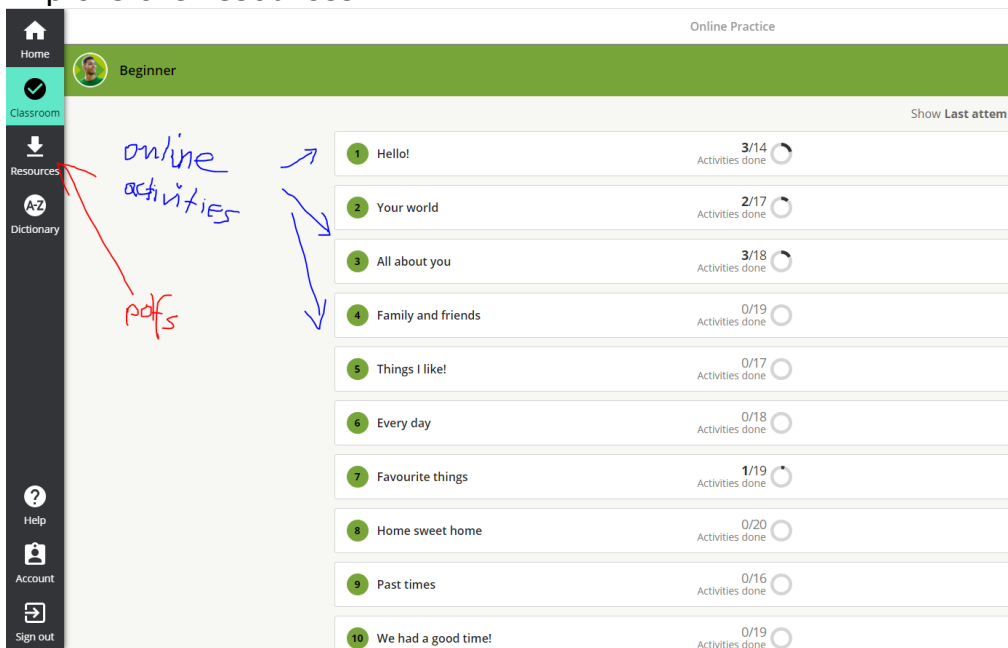
To access online activities, unit tests and teacher's notes, please follow these steps:

- Go to: <https://headway5e.oxfordonlinepractice.com/>
- Sign in with the email and password given to you:

- Click anywhere in the field with the level name:



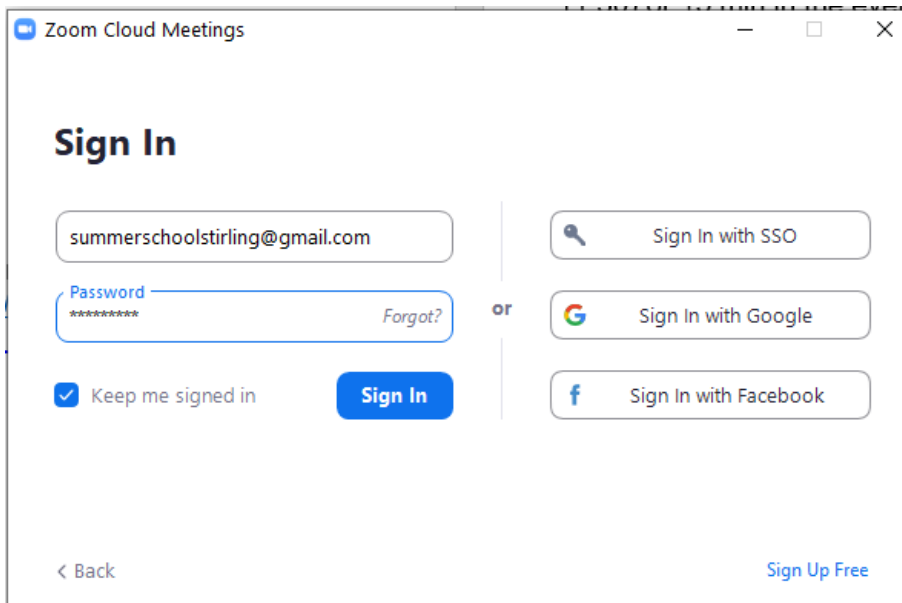
- Explore the resources:



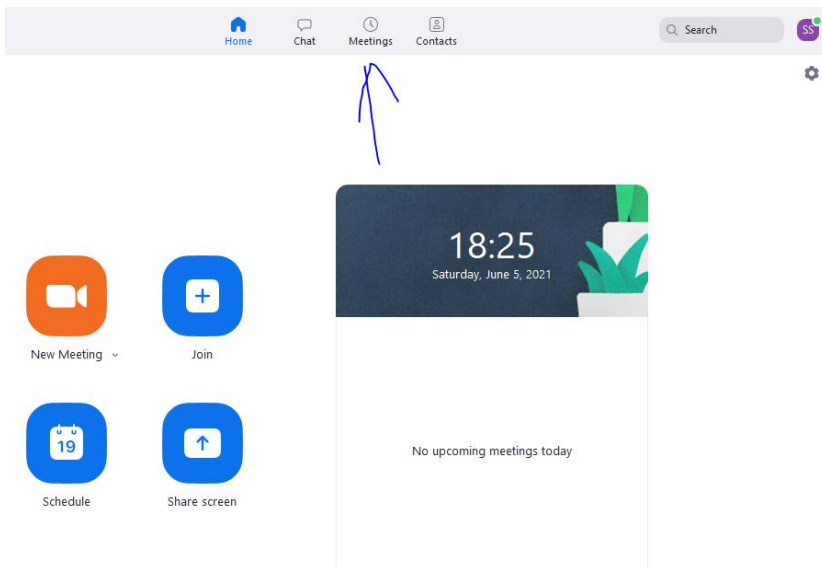
Zoom

All classes will be on Zoom. This is the platform the students use for their regular classes with the School of English. The meetings will be set up for you.

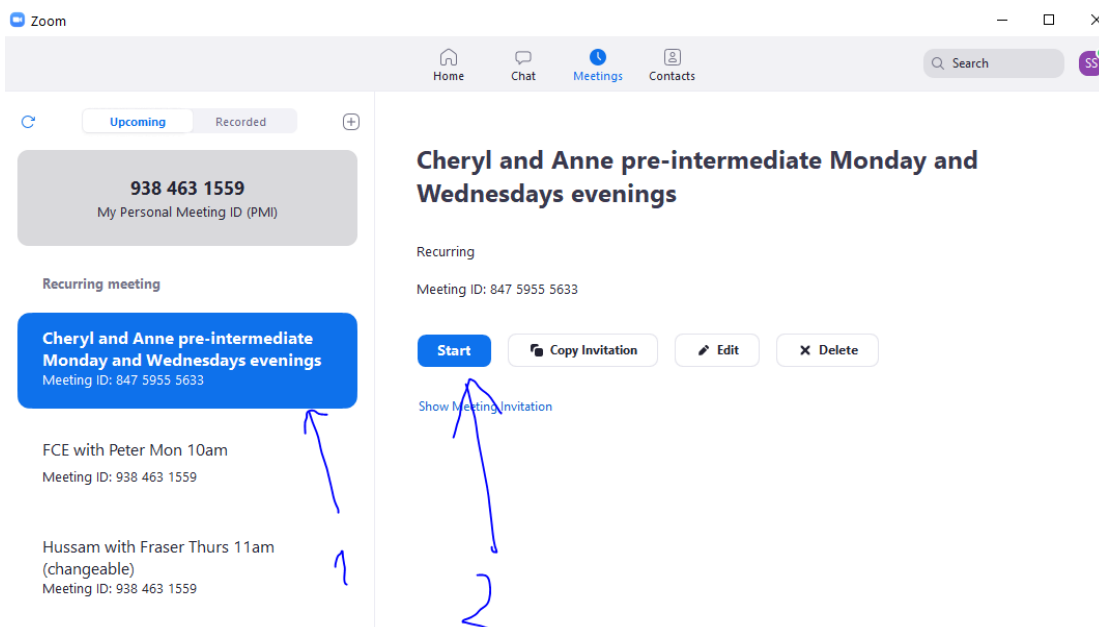
Download and open zoom, then login with the details emailed to you by the manager.



Go to meetings:



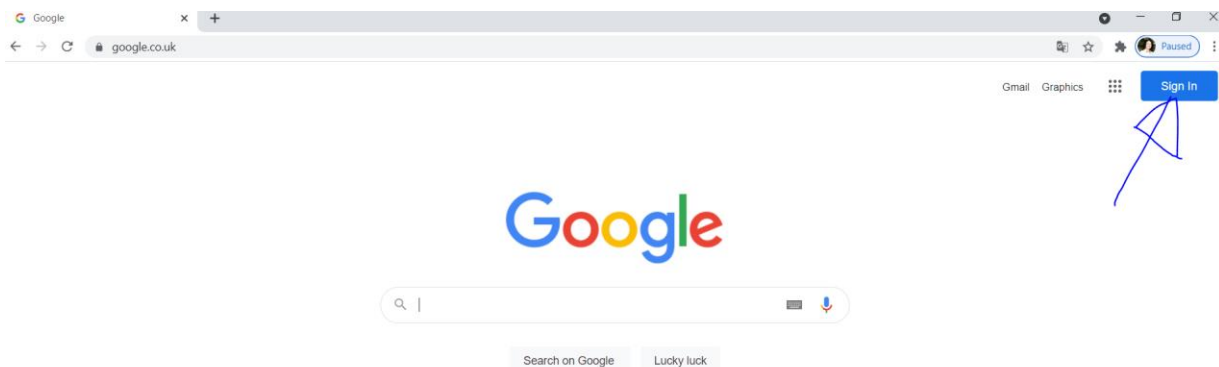
Select your class and click on 'start'



If you experience any challenges, please call/WhatsApp/text the manager.

School's email account

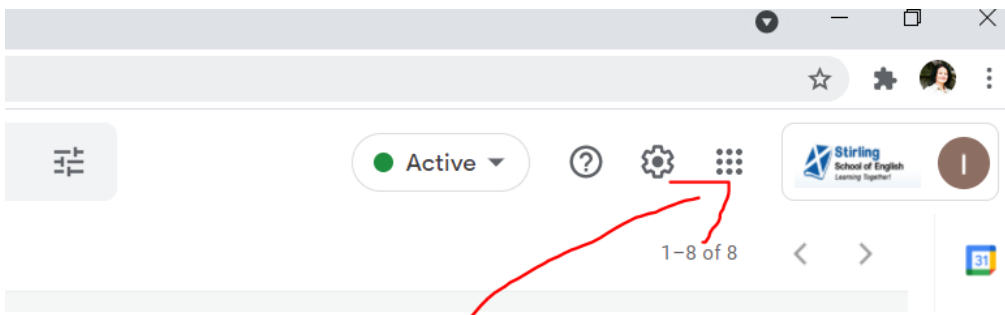
We would ask that for safety reasons you use the school's email account to communicate with your students. After login in for the first time and activating it, you can access it by going to: <https://www.google.co.uk/> and clicking on 'sign-in', then sign in with your login details.



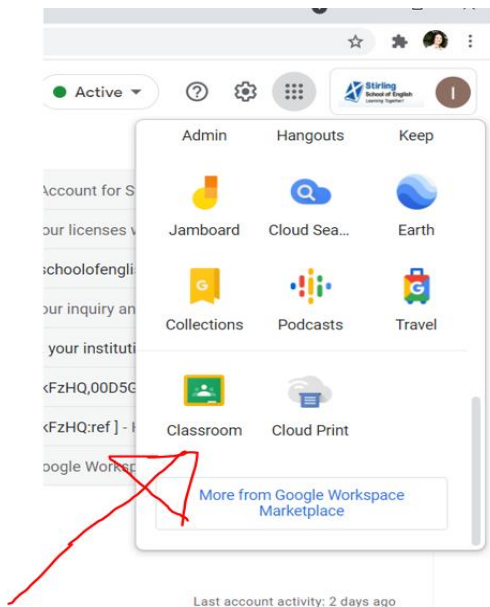
Google Classroom

Some teachers opt for using google classroom to have class materials organised and to communicate with the students. Volunteer Manager will create a classroom for you which you can access by logging in to your school's email. Then:

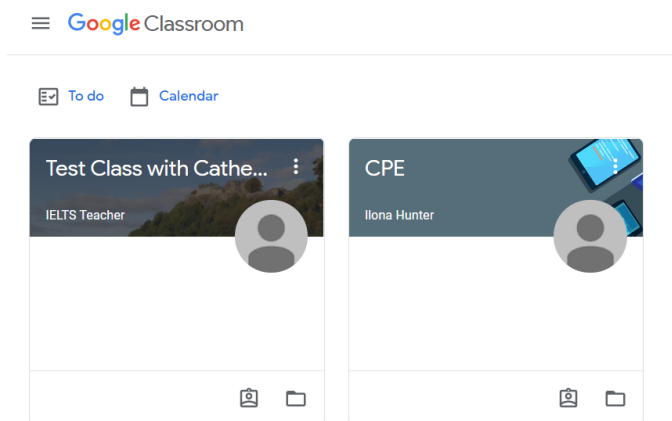
- Click on the google apps icon:



- Scroll down and click on the 'classroom' icon:



- Click on your class icon



Stationery

The school has whiteboard markers, erasers, pens, felt-tip pens, coloured pencils, paper, a stapler, selotape, glue for tutors to use.

Please do not use blue tack or white tack on the walls as they leave greasy stains.

Please notify the Volunteer Manager if any of the items need to be replaced.

Computers, projectors, cameras, microphones

The school has laptops, cameras, conference microphones and projectors that can be borrowed to teachers. Students can get a loan of a tablet.

Projectors in the Wallace High School can be used.

Please ask the Volunteer Manager for instructions and read the school's ICT and e-Safety Policy (on the school's website) before use.

There is one additional laptop for the administrator and manager to use.

CD players

There are 4 CD players in Level One in the Resource Cupboard. We also have headphone splitters and headphones for the students.

There is one CD player in the Wallace High School.

Toys and Craft Materials

There are plenty toys in the Resource Cupboard and in Creche room. Craft and colouring resources are also in the cupboard, If there is anything you need for creche, please inform the volunteer Manager. Toyes need to be cleaned at the end of every session and stored away.

Internet

There is WiFi in Level One-please ask the Volunteer Manager for the password. There is no internet access in the Wallace High School at the moment.

Classrooms

Level One only has 2 classrooms that are usually reserved for exam classes. Other classes take place in the large communal area and are separated with room dividers. It can be noisy and uncomfortable at the beginning but students get used to it and unfortunately there is nothing we can do about it.

Tutors, please speak to the Volunteer Manager about swapping your classroom with onother tutor if you need some quiet space.

Photocopying

There is not a photocopier in the school. Photocopying can be done free of charge in the Cowane Centre (69 Cowane St, Stirling FK8 1JP) on the 1st floor in the Adult Learning team's office. Please make sure you put the details in the sheet on the wall by the photocopier.

Materials

All tutors who teach one of our regular classes (beginner-advanced) will be given a course book, a teacher's book with a CD and an e-book. The listening tracks can be emailed to you to play on your phone/tablet in class, as well. A Tutor Resource Book and a Workbook is available in Level One for borrowing, alternatively a PDF file can be emailed to you, if available.

Conversation classes do not follow a course book as they are usually based on students' interests and life in Scotland and the general English classes syllabi, and often consolidate what has been taught in general English classes. There are conversation materials in Level One in the Resource Cupboard or online.

There are also grammar reference books, pronunciation materials, picture dictionaries and other course books in our Resource Cupboard in Level One. Please ask the Volunteer Manager if you would like to borrow any or use in class.

Electronic materials are in the shared folder in Google Drive-please feel free to add to it:

<https://drive.google.com/drive/folders/19EHeR7dfRt6on4XAKdn88qweiAzwtGEG?usp=sharing>

To access Headway Syllabus, click on your class level:

The screenshot shows a Google Drive interface with a grid of buttons for different class levels and topics. Red arrows point to the following buttons: 'Advanced', 'Beginners', 'Intermediate', 'Pre-intermediate', and 'upper-intermediate'. Below the buttons, there are two file thumbnails: 'a_guide_to_teaching_teena...' and 'ESOL Resources.docx'.

And then on the syllabus folder.

Other websites:

<https://nateclascotland.wordpress.com/category/resources/page/2/>

<https://www.liveworksheets.com/>

This **Wakelet** page <https://wakelet.com/wake/EMZ8PiQIbAChbwuLVR1w>

contains links for resources for ESOL classes. Wakelet is a collaborative tool, so if you wish to sign up and add to the lists of internet resources you are more than welcome.

Student Library

We have graded readers in Level One in plastic boxes near the cafe for students to borrow. They provide opportunities for students to work independently towards acquiring the necessary language and skills. Tutors can also use them in class. Students and tutors must write the title of the book, their name and date in the notebook placed beside the boxes. Graded readers are also available free of charge online on this website: <https://english-e-reader.net/>

Social Events

There are 3 main social events that we encourage all volunteers to promote, and attend to help our students integrate and understand the Scottish culture: St. Andrew's Night (November), Burns Supper and Ceilidh (January), International Supper and Ceilidh (May/June). They usually take place in the Albert Halls. To keep the costs to minimum our volunteers take turns on a stewarding rota.

We also have smaller events, such as International Day of Languages, Halloween, Christmas Party, Pancake Day, and Easter Bonnet Competition. We celebrate these at our normal venues during teaching hours.

Due to Covid-19 all events are run online until further notice.

No Shows

If your class has up to 3 students, please ask the students to send you a text/email by 8 am if they cannot make the class. If you are uncomfortable giving your phone number to students, please ask the students to text the Volunteer Manager on 07925249243 (name and tutor).

If you do not receive any messages and still no students turn up within the first 15 minutes of their class, you can go home/leave the online class and inform the Volunteer Manager. The Manager will speak to the students.

Class Observations

Class observations are good practice and nothing to worry about. They contribute to improving the quality of students' learning by providing valuable information about the teaching and learning environment, thus enabling the Volunteer Manager to take the necessary steps to help the students and tutor realize their full potential.

Tutors can ask to be observed once on a yearly basis in order to monitor the effectiveness of the teaching and provide necessary support and guidance to tutors to help them realize their full potential. All observations include a pre- and post-meeting/call/correspondence with relevant documentation (lesson plan, reflection and observation feedback).

Assessing and Monitoring Students' Progress

During a normal semester, students working with a course book generally have a minimum of one midterm assessment per course. It is recommended to do the assessment at the end of November and in the middle of May. All progress tests will be provided by the Volunteer Manager.

After the assessment, tutors are required to put test results in the online results sheet.

Some courses use assessment methods that do not involve a midterm assessment and students' progress is monitored in class. You should consult with a Volunteer Manager if you are unsure about the assessment possibilities in the courses you are teaching.

Tutors who believe there is a problem with assessment items should make their concerns known to the Volunteer Manager as soon as possible.

The purpose of the assessment is to establish what the students have learned and what items need to be revisited.

Student Feedback

Feedback questionnaires are given the students in the middle of each course. Each class decides on one class representative who collects all the feedback during a class discussion, which should not take more than 20 minutes, and then gives the questionnaire with answers to the Volunteer Manager. Tutors are not present during the class discussion.

1-2-1 students can write their feedback on their own or with a tutor if they need help. Students are also encouraged to email the Volunteer Manager with any comments or suggestions at any time in the semester.

The purpose of the feedback is for students to evaluate the course and provide tutors with the opportunity to make changes to the course plan to further meet students' needs in the course. After the administration of the questionnaire, the Volunteer Manager shares the results with the tutors and the Board.

Tutor Feedback

We would like to know how you are enjoying volunteering with us and how we can improve various aspects of our organisation. Both student and volunteer feedback are used to support evidence for grant applications. Volunteer feedback questionnaires are emailed at the end of each semester. Thank you in advance for reflecting on your volunteering and sending the completed form back.

Record of Work and Attendance Sheet

When making grant applications SSE needs to provide evidence of the services they are providing. To provide this information there is a record of work sheet per class which tutors and crèche volunteers are asked to complete immediately after the class and put in the folder with a class register or complete online as appropriate. All sheets are kept in one folder (one for the morning and one for the evening classes). These can then be used to quantify things such as time given by volunteers but also to state the kind of activities that are going on especially those that increase integration and lead to employment.

Speaking to Media

Only designated trustees may issue press releases or talk with members of the press. All press enquiries should be referred to the chairman who will forward it to an appropriate member of staff or trustee.

Social Media

While it is up to our students to decide what they put on social media, no pictures that could identify them should be posted on any volunteer's social media formats. Volunteers are urged to be very careful about that.

Use of Mobile Phones in Class

The use of mobile phones for non-educational purposes is not allowed by students unless you (the tutor) give them permission. Encourage your students to ask you for the meaning of any unknown words. Both students and tutors should familiarise themselves with the school's ICT and e-Safety Policy available on the website.

Break times

Break times are also part of English language learning. During in-person classes, all students must be present at break times and speak English. Break times are for practising English, making friendships and socialising.

In your first class tell your students to take every opportunity to speak English at all times and to encourage other students to do so as well.

There is free tea and coffee for all volunteers for in-person classes. Students can bring their own snacks or buy in our café. Please see our risk-assessment for Covid-19 related restrictions.

During online classes students should use the break to get some eye rest and move around their homes to protect their health.

Review of Policies

This Volunteer Policy and all policies that impact on volunteering will be reviewed annually by the Board of Management before the AGM in June. If a need for change is identified, this will be discussed at the AGM or the next Volunteer Meeting/Volunteer Training session and if possible, implemented before the beginning of the new school year in August. Amendments and/or changes to policies are ratified by the Board of Management.