

Community Works

Implementation and Process Guide

Developed by

also

Alternative Learning Styles and Outlooks

Heartwood House

and

Ottawa Community Coalition for Literacy

Funded by

Adult Learning, Literacy and Essential Skills Program

Human Resources and Social Development Canada

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Community Works Implementation and Process Guide

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Spread the word! Give other people a chance to do what we have done.

Mary Wiggin
Ottawa Community Coalition for Literacy
April 2008

Learners Achieving Goals Through Volunteering

OCCL, **also** and Heartwood House received funding from Adult Learning, Literacy and Essential Skills (ALLESP), Human Resources and Social Development Canada for a project titled *Community Works: Learners Achieving Goals Through Volunteering*.

We have developed a model of supported volunteering for learners who are marginalized and/or disadvantaged by a variety of barriers and challenges. It provides learners with an opportunity to develop transferable essential skills. The model was piloted by learners with placements at the OC Transpo Lost & Found which is run by Heartwood House and in **also**'s Children's Room and at their reception desk.

The material is collated in this document and the *Community Works Handbook* which is available online along with a summary of the final project report.

Delivering a *Community Works* program builds the capacity of literacy agencies and non-profit organizations to meet the needs of low-skilled adult learners and to implement best practices that enable learners to gain the essential skills and experience needed to achieve their goals.

When selecting host sites there needs to be a good understanding and close connection between the literacy and host organization. They should both recognize the importance of literacy and the value of volunteer placements.

Volunteering provides a valuable transition to job training and/or returning / joining mainstream society after years of being sidelined on Ontario Works (OW) or Ontario Disability Support Program (ODSP).

On a happy note:

By the end of the *Community Works* pilot two of the volunteers had gained paid employment at OC Transpo Lost & Found.

Congratulations!

Implementation

Host organizations chosen by a literacy program must be non-judgemental and have an altruistic approach. If a literacy program wants to work with a few organizations in order to offer a variety of volunteer opportunities, they should look for organizations that are clustered together. For example, non-profit organizations sharing a building where the rents are low might be excellent places to consider.

Literacy programs should develop a written partnership agreement with any non-profit organization willing to place literacy learners as volunteers. They should also provide a brief orientation to give host organizations background information about literacy and clear writing and design. They should also provide background information about individual learners and their learning styles.

Some placement considerations:

- ensure a careful balance when placing adult learners that acknowledges the level of support needed
- place volunteers when they are ready and able to be successful in the placement
- choose the placement to suit the individual
- build a trust relationship between supervisor and placement

The sample *Letter of Agreement* on page 15 shows the responsibilities of the parties involved. It is important that staff and learners at the literacy program and the organization providing a volunteer placement are aware of their responsibilities.

After this initial contact and the signing of a letter of agreement, the host organization will need to develop position descriptions, policies and procedures and evaluation tools. When these are in place, the organization is ready to host learner volunteers.

The learner should make the first contact but it is important that the literacy program communicates the learning style for each individual to the host organization.

The needs of adult learner volunteers are different from those of community volunteers. At the outset they will need:

- more support
- more supervision (especially persons with disabilities)
- more guidance
- more time to build confidence, trust, etc.
- weekly check-ins
- support to develop soft skills – e.g. working as part of a team, developing self-restraint, behavioural and communication skills
- clear instructions – volunteers will progress from simple to more complex tasks as confidence builds

- help with “stress management” – checks and balances should be in place to monitor learners’ stress in the placement

Small steps over time are the norm because adult learners may have never worked before or may never have been given positions of responsibility. Small encouragements reap big rewards!

Learners can achieve personal growth through:

- giving back
- making a valuable contribution to the community
- training for a job
- building a résumé
- learning job skills
- feeling included

Notes for Instructors

This curriculum will help your learners discover their abilities and practise some skills they will need in their volunteer positions.

The activities in the handbook are divided into 7 units.

Units 1, 3 and 7 help learners to learn more about themselves.

Unit 2 gives them information to help them work safely in their volunteer placements.

You can find an excellent resource for this topic at:

http://www.livesafeworksmart.net/english/special_needs/lesson_1-2.htm. Take time to read this resource before working with your learners as you will need to identify appropriate activities.

Units 1, 2, 3 and 7 are recommended for all learners.

Units 4, 5 and 6 help learners to develop workplace skills. Once they have been placed in a volunteer position, work with them to identify their learning needs. Choose activities that will meet these needs.

During their volunteer placements your learners will strengthen their existing skills and learn new ones. They will increase their knowledge of the workplace and practise work habits that will help them to get a paid job, keep it and progress in it.

Orientation for Host Agencies

Purpose: To provide literacy awareness training for the staff of non-profit organizations accepting adult literacy learners as volunteers.

Length: 1 hour

Handouts: Fact Sheet: Adult Literacy
Fact Sheet: Tips on Clear Writing and Design
Fact Sheet: Tips for a People-Friendly Environment
Case Studies – Success Stories
Fact Sheet: Essential Skills and Related Tasks
Sample Letter of Agreement
Focus Group Feedback – Quotes from Volunteers

Outcomes: Participants will:

- recognize the difficulties faced by people with low literacy skills
- understand the positive impact of volunteering for literacy learners
- know the importance of clear writing and design
- be better prepared to supervise volunteers from literacy programs

Presentation

Start the presentation with a success story.

Brief overview of the literacy problem in Canada and Ontario:

- how many people in Canada have literacy challenges?
- would literacy volunteers have some literacy skills?

How learners prepare for a volunteer placement

The process to support the learner volunteer and to evaluate the placement

The process to support the host agency if issues and challenges arise

Clear language and design and a supporting tip sheet

Highlight the focus group feedback

Questions

Fact Sheet: Adult Literacy

Literacy awareness

Almost half the population of Canada has limited basic skills. This can cause serious disadvantages at work and at home. Problems with reading and writing can lead to anxiety and low self-esteem.

A quarter of Canadians may not be able to read a poster and say where a concert is being held, calculate the area of a room (even with the aid of a calculator), locate plumbers in the Yellow Pages, or calculate change out of \$5 for three items of food.

How much do you take your literacy skills for granted? What have you read or calculated today? You may well have read gas prices, billboards, a menu, labels or the newspaper, not to mention work-related documents. You read for information and pleasure but also to make comparisons and informed decisions based on what you have read.

Literacy is more than just reading and writing

Today, literacy includes the ability to understand information and technology and apply it to everyday life. Literacy has a direct link to our quality of life. Our economy relies increasingly on a highly-skilled workforce who can transfer their skills effectively and keep pace with changing technology.

Reasons an adult may have problems with literacy

For many, attending school was not a positive experience. Adults who do not read and write well may be people who dropped out of high school; people with physical, mental and/or learning disabilities; people with cognitive limitations; people who experienced family problems such as violence, divorce or frequent moves; or people who haven't been using their literacy skills as adults.

Very rarely do these adults have a total absence of literacy skills. Most of them have some reading skills and a limited written vocabulary. However, literacy is more than just decoding text. People read for meaning and so that they can analyze information and solve problems. Poor readers, however, are so preoccupied with reading each word and struggling letter by letter that they cannot concentrate on meaning. They frequently lose the thread of a sentence before getting to the end. This can result in frustration.

Adult literacy learners have told us that having someone believe in their abilities makes a tremendous difference to their self-esteem. They need to feel accepted for who they are. Often they recognize their own challenges but not their strengths or skills. With your support they can learn and grow into confident people who feel good about themselves.

Fact Sheet: Tips on Clear Writing and Design

Things to Consider Before You Start Writing

- Who is your audience?
- Why are you writing this document?
- What do you want to say?

Ways to Make Your Writing Effective

Organize your ideas:

- Write the way you speak.
- Write directly to your reader.
- Think about your choice of words.
- Use everyday words.
- Cut out unnecessary words.
- Use concrete, active words and be consistent.
- Explain unfamiliar, technical words.
- Avoid jargon, abbreviations and idioms.
- Use acronyms carefully. Put the acronym in brackets after the full name the first time you use it. After that you can use the acronym.
- Use clear and simple sentences and paragraphs.
- Use one idea in each sentence.
- Try to keep sentences to less than 25 words; average 15 words.
- Use bullets to make key points and to break up lists.
- Check that each bullet contains only one idea.
- List items that form a logical group.
- Start each bullet with a noun or a verb – don't mix them.
- Use numbers to describe step-by-step procedures.

Make your layout and design effective:

- Use white space and breaks in text.
- Use graphics and photographs if they will help your reader to understand the text.
- Use descriptive headings and sub-headings to guide your reader through the text.
- Use a font that is easy to read and use no more than two fonts on one page.

Fact Sheet: Tips for a People-Friendly Environment

Your environment

Here are some suggestions to help your agency be sensitive and responsive to people with low literacy skills. These ideas also benefit people whose first language is not English.

Take a walk around your agency and look at it from the point of view of someone who has problems with print-based materials.

- Does everyone in your agency know how to give directions for finding the building? Do they refer to familiar landmarks and bus stops?
- Is it easy to see where to go? (e.g. some agencies use footsteps painted on the floor as a guide)
- Are there clear signs and symbols to direct people around the building?
- Is it obvious what services you offer?
- Is your environment friendly, welcoming and supportive?
- Are your posters, brochures, pamphlets and newsletters written in clear language? Do they use graphics that help the reader understand the written content?
- Are people able to ask for help without embarrassment?
- Is it easy to find information on your bulletin board?
- Do you:
 - provide information orally in clear language as well as in writing?
 - use visuals wherever possible, for example slides, videos, pictures, posters, drawings?
 - avoid jargon?
 - explain professional terminology?

Literacy awareness

Last but not least:

- Are staff and volunteers sensitive to the needs of people with low literacy skills?
- Would they recognize that someone might have low literacy skills?
- Are they aware that low literacy does not reflect on intelligence?
- Do staff continually check that information has been understood? Simply asking “Do you understand?” is likely not enough. For example, ask, “So, what are your next steps going to be?”
- Do staff give information or instructions in small chunks that are easy to remember?

Case Studies – Success Stories

Why would adult learners want to volunteer?

When adult learners enter a literacy program the word *success* rarely comes up in the conversation. Indeed most adult learners are not familiar with the notion of success. Our first task is to identify strengths and access the skills that each unique individual demonstrates in the context of their everyday lives. As time goes by learners build confidence and start to look toward the future with optimism. Volunteering then becomes a viable option, an opportunity to shine and be proud.

The *Success Stories* we collected at **also** describe how volunteering contributed to the growth and development of each learner. The stories demonstrate how barriers are broken down as strengths and skills are discovered and self-confidence soars. Civic engagement brings satisfaction and pride as learners prove themselves capable, reliable and conscientious.

Many of the learners we interviewed had never volunteered before starting in our literacy program and had never held positions of responsibility. We asked them to describe their various volunteer positions, explain how volunteering has helped them and how it fits with their goals for the future.

Their stories speak for themselves.

Beth's Story

Until I try something, I don't realize I can do it.
Volunteering helps to show me I can do it!

Beth has had several volunteer positions over the years. Her first position was with The Good Food Box, a local not-for-profit organization that provides food for those in need. Beth had many duties; she learned to receive money and issue receipts, receive and account for goods, research recipes on the internet and create food boxes with the correct ingredients together with a recipe. She improved her organizational skills significantly.

For over two years, Beth has worked in the reception at **also**. She answers phones, takes messages and performs many office tasks such as typing, filing, photocopying, laminating and collating. In addition, when a new telephone system was installed, she read all the instructions to make sure it was being used effectively. Beth helps to look after the administrative needs of **also** students. For two years, she was the student representative on the Board of Directors where she voiced the concerns of students. At first she found this role very challenging and overwhelming but she mastered it and has become comfortable with expressing an opinion.

Beth volunteered in the parliamentary office of a Nunavut MP every Friday for six months. She performed office tasks such as filing, photocopying, opening mail and stuffing envelopes. She also answered the phones which was both exciting and scary. She learned a lot about Inuit culture.

Beth also volunteers at the OC Transpo Lost & Found office. She performs duties such as answering the phones, taking descriptions of lost articles and entering information on the computer. Beth's favourite task is computer work, such as typing, answering emails, data entry or retrieval. This has helped to increase her self-confidence. She is very good at multi-tasking. Working at the OC Transpo Lost & Found has helped Beth develop her ability to deal with difficult and stressful situations.

Overall, although Beth has some difficulties with reading and spelling, her volunteer work has helped her realize that she has a lot of useful knowledge and many valuable skills. She now understands privacy concerns as well as the importance of confidentiality.

D’Arcy’s Story

Eighteen years ago, D’Arcy suffered a serious aneurism which affected her ability not only to read and write, but also to speak. She had to learn everything all over again. Her doctor’s said that she was in ‘La-la-land,’ but she could hear them and knew that she was not. She fought back; relearning word by word how to speak. Re-learning reading and writing have taken more time and effort.

D’Arcy’s career as a volunteer started about five years ago when she tried working at the OC Transpo Lost & Found office. She answers the phones and deals with customers who are often upset because they have lost something important – often their bus passes. D’Arcy speaks calmly to the customers and asks for their last name, occasionally asking them to spell it so that she can access the ‘lost & found’ records to see if the bus pass has been found. Unfortunately many customers are rude, but D’Arcy remains polite knowing that it will not help if she gets upset. D’Arcy enjoys the other staff at the Lost & Found office and has fun working with them.

D’Arcy has wanted to work with children for a long time and she has finally achieved her ambition by volunteering at Children’s Hospital of Eastern Ontario (CHEO). It was difficult to be accepted as a volunteer at CHEO, but D’Arcy persevered. At first she was given boring jobs, like washing toys, but she stuck with it and now works directly with the children in group activities. D’Arcy has a lot in common with some of the children she works with; she understands how hard it is to have conditions like cerebral palsy where it can be hard to move and talk because she has had to overcome these problems herself. She sees the positive results in the children she works with.

D’Arcy thinks that being reliable and honest are important skills to bring to volunteering. In addition, you have to be very patient and understanding not only with the public, but also with other volunteers. D’Arcy feels that her caring, determination and positive personality are skills that help her in her volunteer position.

Sue's Story

Sue (not her real name) has been an **also** student for about three years and felt nervous when she was first asked whether she would like to volunteer. She now has four different volunteer roles.

She helps at the Day Care centre where her daughter is enrolled. She performs a variety of tasks such as cleaning the children's cubbies, baking, watering plants and washing art trays.

Sue helps out at **also** by performing administrative duties such as answering phones and photocopying. She looks after the kitchen, buying supplies, keeping it clean and preparing the coffee.

Sue volunteers at the OC Transpo Lost & Found office. She answers the phones, taking details of lost bus passes. Other lost items, for example watches, are more difficult to process because there are many details to remember. Sue keeps practising with this challenging aspect of her role. Although customers are sometimes rude, she has learned how to deal with stressful situations.

Sue loves working at The Good Food Box. She enjoys working with all aspects of food, receiving shipments of food from trucks and separating everything properly. She makes sure that the food boxes are clean and organizes items for the boxes. New volunteers ask Sue what to do. "I never had anyone ask me how to do something before." This has built Sue's confidence immensely. She gets a great deal of pleasure from the team work environment and finds that she can do three or four things at once.

Volunteering has given Sue a feeling of self-worth; she used to feel negatively about herself, but now realizes that she has a lot to offer. She is a good listener who is reliable, honest and trustworthy and she always does her best.

Sue summed up the value of volunteering when she observed, "I have skills I thought I never had before," and "I did this – I count for something." Her advice to others is "Never give up," "There's always hope," and "Find someone to help."

Lisa's Story

Lisa has been volunteering at OC Transpo Lost & Found for the past two years. She enjoys it so much that she now helps out five hours a day, four days a week. She answers the telephones, deals with customers and works on inventory. She especially enjoys supporting the disabled adults who are also a part of the team. She enjoys having people rely on her. As she says, "It makes me feel like I'm helping and am important. For the first time in my life I'm doing things I've never done before. I am learning a lot and I am now giving back. It has helped my confidence." She admits that it can be tough work, as the customers are not always appreciative.

Lisa grew up living with her learning disability and gave up on herself in school. She feels that her literacy instructor and volunteer supervisor have been very, very important in encouraging her to believe in herself and her skills. She says that volunteering has also helped her family and that her son is now volunteering in the same building, earning his volunteer hours for high school.

She says she is now able to consider looking for work, whereas before she didn't feel capable of doing anything. She's now working on getting more experience for her résumé. She has applied for one job and may begin volunteering at Capital City Mission. Lisa ends by saying, "I now realize that if your confidence is good you can do anything!"

Fact Sheet: Essential Skills and Related Tasks

Use the position description to help identify the tasks that the volunteer will be doing. Take each essential skill area and develop a task list similar to the one below.

| Essential Skill Area | Task List |
|--|--|
| Reading Text | <ul style="list-style-type: none"> <input type="checkbox"/> Read notes, messages, notices, lists <input type="checkbox"/> Read for copy-typing with accuracy <input type="checkbox"/> Read telephone numbers accurately <input type="checkbox"/> Understand receipts regarding petty cash |
| Document Use | <ul style="list-style-type: none"> <input type="checkbox"/> Use alphabetical order <input type="checkbox"/> Use the telephone book <input type="checkbox"/> Use dictionaries <input type="checkbox"/> Understand schedules, maps |
| Writing | <ul style="list-style-type: none"> <input type="checkbox"/> Write telephone messages <input type="checkbox"/> Maintain supply lists <input type="checkbox"/> Write notes from visitors |
| Oral Communication (speaking and listening) | <ul style="list-style-type: none"> <input type="checkbox"/> Greet students and visitors politely <input type="checkbox"/> Answer the telephone clearly <input type="checkbox"/> Ask for help if unsure about what is required <input type="checkbox"/> Relay problems in a timely manner <input type="checkbox"/> Attend monthly meetings |
| Numeracy | <ul style="list-style-type: none"> <input type="checkbox"/> Use the calculator for basic operations <input type="checkbox"/> Handle money (counting change) <input type="checkbox"/> Maintain supply inventory |
| Computer Use | <ul style="list-style-type: none"> <input type="checkbox"/> Handle telephone and intercom <input type="checkbox"/> Copy-type using MSWord, spell and grammar check, basic formatting <input type="checkbox"/> Understand basic email with attachments |
| Working with Others | <ul style="list-style-type: none"> <input type="checkbox"/> Welcome visitors with confidence <input type="checkbox"/> Let staff direct and guide activities <input type="checkbox"/> Display a helpful and polite telephone manner <input type="checkbox"/> Maintain kitchen and reception areas |

| | |
|----------------------------|---|
| Continuous Learning | <ul style="list-style-type: none"> <input type="checkbox"/> Attend monthly meeting with supervisor, accept feedback, offer constructive ideas <input type="checkbox"/> Review routines and rules and be prepared to learn changes as needed <input type="checkbox"/> Take responsibility for all required tasks however unpleasant |
| Thinking Skills | <ul style="list-style-type: none"> <input type="checkbox"/> Conduct daily maintenance check, e.g. tidiness, garbage bins, watering plants <input type="checkbox"/> Try to solve problems before asking for staff assistance |

| Work Habits | Task List |
|-------------------------|--|
| Customer Service | <ul style="list-style-type: none"> <input type="checkbox"/> Behave in a positive manner, e.g. not criticizing others <input type="checkbox"/> Listen carefully to find out others' needs |
| Reliability | <ul style="list-style-type: none"> <input type="checkbox"/> Be on time <input type="checkbox"/> Give adequate notice if you cannot do your shift <input type="checkbox"/> Complete all tasks and report completion to your supervisor |

Sample Letter of Agreement

Supported Volunteer Placements for Adult Literacy Learners

This letter of agreement is between Alternative Learning Styles and Outlooks (**also**) and Heartwood House (H.H.). It will be in effect for a period of six months – April 1 to September 30, 2008. At the end of six months **also** and Heartwood House will re-evaluate the agreement and decide whether to renew it.

Statement of Agreement

also and Heartwood House agree to work together to provide a supported volunteer experience for adult literacy learners from **also** in the OC Transpo Lost & Found managed by H.H. Two volunteer positions are available. Volunteers will have a defined probation period of one month. When they have completed their probation, volunteers will be placed for a minimum of six months. Placements will last a maximum of one year.

Roles and Responsibilities

Each organization will have the following negotiated responsibilities:

also

- Identify and assess potential volunteers
- Prepare volunteers
- Provide a literacy awareness orientation for staff of H. H.
- Support volunteers in their placements in relation to their literacy needs
- Evaluate placements regularly with learner volunteers and staff of H. H.

Heartwood House

- Participate in the literacy awareness orientation
- Train and support learner volunteers
- Evaluate placements regularly with learner volunteers and staff of **also**

Signatures

We, the undersigned, understand and accept the terms of this agreement.

For **also** (Alternative Learning Styles and Outlooks):

Signature

Date

For Heartwood House:

Signature

Date

Focus Group Feedback – Quotes from Volunteers

I am actually happy to get up and come in.

I like it; it feels good to help people.

I've learned what I'm capable of doing.

I'm amazed at myself and so is my family.

I'm an asset now – giving back – I no longer want to kick the world.

Volunteering with other people with challenges helped me come out of my shell.

I'm happy to feel I won't be judged by other people around me. This is really important to me.

I can't tell my children what to do with their lives if I don't do something.

Here you have to deal with the challenges.

People notice what is happening with you.

Confidence is really important.

Coming here makes me smile.

I feel good when I go home.

People are growing; we notice the difference.

If you have confidence, nothing can stop you.

We knew our own challenges but didn't recognize our own strengths.

I never felt good before. I am achieving goals and feeling good about my way of living.

You'd be surprised what you can achieve.

Spread the word!! Give other people a chance to do what we have done.

Volunteer Process

The volunteer process consists of the following steps:

- The learner has an initial screening interview with a literacy instructor.
- The instructor outlines the volunteer opportunities that are available using position descriptions as a guide.
- The instructor explains about essential and transferable skills.
- The learner writes a letter to a host organization expressing interest in a volunteer position.
- A member of the volunteer host organization interviews the learner.
- If the learner is accepted, he or she participates in an orientation session at the host agency.
- Supervision is the responsibility of the host organization with the literacy instructor providing support.
- The *Community Works Handbook* provides the curriculum for ongoing support and training and can be delivered by the literacy program.
- The learner meets with the literacy instructor and a member of the host agency once a month, to discuss progress.
- During the volunteer placement the learner identifies transferable skills learned and collects evidence of accomplishments for a learning portfolio.
- The learner and the host agency conduct a performance evaluation that includes input from the placement supervisor, the literacy worker and the learner who will engage in ongoing self-reflection. The learner reviews his or her portfolio with the literacy instructor to identify gaps and determine a plan of action for future training needs.

Intake Process

Screening

Initial screening takes place when a learner expresses interest in becoming a volunteer. The initial screening interview provides some background information on the learner, identifies her/his interests, skills and attitudes and gathers initial information for the host volunteer agency. As well, the initial interview encourages the learner to self-reflect and promotes understanding of the role of volunteers in general. See below for sample interview questions.

The learner is introduced to the concept of a police records check during the initial assessment if it is required for the volunteer position.

Volunteer Screening – Sample Interview Questions

1. Have you volunteered before? Where was it? What did you do?

2. a) What did you enjoy the most about your previous volunteer placements or paid jobs?

b) What did you like least?

3. What does volunteering mean to you?

4. Why do you want to volunteer?

5. Volunteering requires a time commitment. If there were a conflict with other parts of your life, what would you do?

6. Would you rather work on your own, with a group, or with a partner? Why?

7. a) Are there any types of individuals you would prefer to work with?

b) Are there any types of individuals you would not feel comfortable working with?

8. Although we don't often think about it, some of the skills we use at home (e.g. parenting, running a household) are the ones we use in volunteer placements. What skills do you think you already have?

9. What skills would you like to learn while volunteering?

10. How would you know if you were doing a good job in your volunteer position?

11. How do you think this volunteer experience will help your chances of getting a job in the future?

Volunteer Opportunities

The literacy instructor discusses the various volunteer placements available to the learner. See below for position descriptions and associated essential skills.

The skills and qualities needed for each placement are compared to the learner's current skills and qualities to determine if there are gaps. The learner will be able to work on these gaps during the placement.

Position Descriptions and Essential Skills

This section contains the position descriptions for each volunteer placement used in the *Community Works* project.

Following each position description is a list of the Essential Skills associated with that position. These descriptions should be easy to adapt for other volunteer positions.

Position Description: Volunteer Receptionist, OC Transpo Lost & Found

Heartwood House Volunteers handle the daily operations of the OC Transpo Lost & Found. They report to the Executive Director.

Expectations

- Follow directions from the supervisor.
- Start and complete tasks with little prompting.
- Take responsibility for your share of the work.
- Ask for help when you need it.
- Act in a positive way with customers, volunteers and staff.
- Listen carefully to determine and meet customers' needs.
- Pay attention to detail.
- Show respect for the ideas and opinions of others.
- Work willingly with others.
- Be on time for work.
- Call if you are going to be late or if you cannot volunteer for a shift.
- Understand, respect and follow the guidelines in the Heartwood House Policy Manual.
- Work in a healthy and safe way.
- Take training if procedures change.
- Speak and read functional English.
- Speak French if possible.

Duties

Reception

- Serve customers at the front desk.
- Listen carefully to determine and meet customers' needs.
- Answer phone calls from customers.
- Answer the Heartwood House phone.
- Help visitors to Heartwood House.

- Make sure visitors sign in.
- Ensure that the rightful owner, or their designate, claims an item.
- Ask the owner, or their designate, to describe the item in detail before giving it to them.
- Address problems such as finding an item that is supposed to be in the Lost & Found but has not arrived yet.
- Help with cleaning up, as needed.

Inventory

- Update the RPMS (Registered Pass Maintenance System) computer to register bus passes that have arrived.
- Work with the courier to ensure all items and log sheets delivered to the Lost & Found are removed from the bags.
- Work with other volunteers to confirm whether there is money in any wallet, purse or backpack turned in.
- Work with the following documents: Money Record Form, Yellow Log Sheets, Pickup Journal and Customer Claim Cards.

Other

- Attend volunteer staff meetings.

Essential Skills: Volunteer Receptionist, OC Transpo Lost & Found

| Essential Skills | OC Transpo Lost & Found Task List |
|---|---|
| <p><u>Reading Text</u></p> <ul style="list-style-type: none"> • Read and understand information presented in written messages and reports • Carry out written instructions from your supervisor | <ul style="list-style-type: none"> • Review policy and procedure manual for handling lost items • Refer to bus pass list to find names of customers who have lost their passes • Read information on customer claim cards to find an item for a customer in the pickup box |
| <p><u>Document Use</u></p> <ul style="list-style-type: none"> • Interpret and use information presented in a variety of forms (charts, diagrams, graphs, etc.) | <ul style="list-style-type: none"> • Work with the following documents: Money Record Form, Yellow Log Sheets, Pickup Journal, Customer Claim Cards |
| <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write clearly to communicate messages to others in the workplace | <ul style="list-style-type: none"> • Print name and phone number of customer on Customer Claim Card clearly for other staff to read • Record customer name and phone number and green card number in pickup journal |
| <p><u>Oral Communication</u> (speaking and listening)</p> <ul style="list-style-type: none"> • Communicate with co-workers and the general public, in person and on the telephone, in a polite and respectful way • Show a positive attitude on the job • Show attention to detail in carrying out verbal and written messages | <ul style="list-style-type: none"> • Serve customers at the front desk • Answer phone calls from customers • Answer the Heartwood House phone • Help visitors to Heartwood House • Make sure visitors sign in • Inform customers of whether an item has arrived or not • Interact with other volunteers and staff • Receive packages from couriers and others who drop off items for Member groups • Speak and read functional English • Speak French if possible |
| <p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Use basic operations to complete daily responsibilities | <ul style="list-style-type: none"> • Inform visitors of parking fees • Receive monitor fee payments • Register phone number on claim card |

| Essential Skills | OC Transpo Lost & Found Task List |
|---|--|
| <p><u>Computer Use</u></p> <ul style="list-style-type: none"> • Use technology (computers, calculators, telephones, voice mail) to do tasks | <ul style="list-style-type: none"> • Use a calculator • Update the RPMS (Registered Pass Maintenance System) computer to register bus passes that have arrived • Respond to email messages regarding lost items |
| <p><u>Working with Others</u></p> <ul style="list-style-type: none"> • Demonstrate cooperation and willingness to work with others • Show respect for the ideas and opinions of others • Take responsibility for your share of the work • Recognize and respect people's diversity, differences and perspectives • Demonstrate an ability to begin and complete assigned tasks with little direction | <ul style="list-style-type: none"> • Work with the courier to ensure all items and log sheets delivered to the Lost & Found are removed from the bags • Work together to confirm whether there is money in any wallet, purse or backpack turned in • Help each other • Show respect for the ideas and opinions of others • Take responsibility for your share of the work • Know that you are part of a team |
| <p><u>Continuous Learning</u></p> <ul style="list-style-type: none"> • Recognize your own and other people's efforts • Be willing to continuously learn and grow • Approach new tasks with confidence and a positive attitude • Assess personal strengths and areas for development • Self-reflect on your volunteer experiences • Learn from your mistakes and accept feedback • Identify new learning goals with your instructor • Identify and access learning sources and opportunities | <ul style="list-style-type: none"> • Take training if procedures change • Attend volunteer staff meetings • Evaluate the handling of difficult customers regularly • Review procedures for handling lost items regularly |

| Essential Skills | OC Transpo Lost & Found Task List |
|---|--|
| <p><u>Thinking Skills</u> (problem solving, decision making, organizing, task planning, finding information, significant use of memory)</p> <ul style="list-style-type: none"> • Use common sense to assess day-to-day situations and identify problems • Listen and ask questions to interpret and clarify meaning • Know when to ask your co-workers or supervisor for help • Apply a logical approach to solving problems and making decisions • Complete assigned tasks in order of priority | <ul style="list-style-type: none"> • Address problems such as finding an item that is supposed to be in the Lost & Found but has not arrived yet • Ensure that the rightful owner, or their designate, claims an item • Ask the owner, or their designate to describe the item in detail before giving it to them |

| Work Habits | OC Transpo Lost & Found Task List |
|--|---|
| <p><u>Safety</u></p> <ul style="list-style-type: none"> • Be aware of health and safety issues and procedures, reporting any potentially unsafe conditions to your employer • Work in a manner that prevents injury to yourself and others • Be aware of building and program security procedures, reporting any potentially unsafe situations to your supervisor | <ul style="list-style-type: none"> • Work in a healthy and safe way |
| <p><u>Customer Service</u></p> <ul style="list-style-type: none"> • Apply effective listening skills to determine the needs of others • Act on client/customer needs in a timely, courteous manner • Use coping strategies to deal with stressful situations | <ul style="list-style-type: none"> • Listen carefully to determine and meet customers' needs • Act in a positive way with customers, volunteers and staff |
| <p><u>Reliability</u></p> <ul style="list-style-type: none"> • Be accountable for your actions • Be on time for work • Follow directions and pay attention to details • Complete tasks efficiently and on time | <ul style="list-style-type: none"> • Be on time for work • Call if you are going to be late or if you cannot volunteer for a shift • Follow directions from your supervisor • Pay attention to detail |

| Work Habits | OC Transpo Lost & Found Task List |
|--|---|
| <p><u>Initiative</u></p> <ul style="list-style-type: none"> • Begin and complete tasks with little prompting • Approach new tasks with confidence and a positive attitude • Ask for help when you need it • Demonstrate energy and enthusiasm in approaching assigned tasks and ask for work when tasks are completed • Show perseverance in difficult situations | <ul style="list-style-type: none"> • Begin and complete tasks with little prompting • Approach new tasks with confidence and a positive attitude • Ask for help when you need it • Demonstrate energy and enthusiasm in approaching assigned tasks and ask for more work when you complete tasks • Show perseverance in difficult situations |
| <p><u>Ethics</u></p> <ul style="list-style-type: none"> • Respect and adhere to the Code of Behaviour for Volunteers | <ul style="list-style-type: none"> • Understand, respect and follow the guidelines in the Heartwood House Policy Manual |

Position Description: Volunteer Receptionist, also

also is a safe and caring community learning centre serving adults and families. **also** builds on individual and family strengths and supports the development of the tools needed for family life, work and daily living. The receptionist will work two to six hours per week. The Volunteer Receptionist reports to a supervisor.

Expectations

- Follow staff directions.
- Be helpful and polite and have a positive attitude to visitors, students, staff and other volunteers.
- Respect confidentiality and privacy.
- Respect that everyone is unique and different.
- Be aware of safety concerns.
- Remain calm in stressful situations.
- Be on time. Call if you are going to be late or cannot volunteer.
- Read and understand the **also** behaviour guidelines.

Duties:

Reception

- Greet students and visitors.
- Answer the telephone.
- Relay problems to your supervisor in a timely manner.
- Handle telephone and intercom.
- Write telephone messages.
- Write notes from visitors.

Administration

- Collect and distribute mail.
- Address envelopes.
- Take minutes at student meetings.
- Copy-type on the computer, e.g. letters.
- Copy-type using MSWord, spell and grammar check, basic formatting.

- Handle money, e.g. counting change.
- Handle receipts for petty cash.
- Maintain supply inventory.
- Maintain supply lists.
- Attend monthly meetings with supervisor and instructor.
- Complete weekly evaluation form.

Maintenance

- Make coffee, purchase milk, etc.
- Maintain kitchen and reception areas.
- Conduct daily maintenance check for tidiness.
- Empty garbage and water plants.

Essential Skills: Volunteer Receptionist, also

| Essential Skills | also Task List |
|--|---|
| <u>Reading Text</u> <ul style="list-style-type: none"> • Read and understand information presented in written messages and reports • Carry out written instructions as directed by your supervisor | <ul style="list-style-type: none"> • Read notes, messages, notices, lists • Read for copy-typing with accuracy • Read telephone numbers accurately • Understand receipts regarding petty cash |
| <u>Document Use</u> <ul style="list-style-type: none"> • Interpret and use information presented in a variety of forms (charts, diagrams, graphs etc.) | <ul style="list-style-type: none"> • Use alphabetical order • Use the telephone book • Use dictionaries • Understand schedules, maps |
| <u>Writing</u> <ul style="list-style-type: none"> • Write clearly to communicate messages to others in the workplace | <ul style="list-style-type: none"> • Write telephone messages • Maintain supply lists • Write notes from visitors • Take minutes at student meetings • Copy-type on the computer, e.g. letters |
| <u>Oral Communication (speaking and listening)</u> <ul style="list-style-type: none"> • Communicate with co-workers and the general public, in person and on the telephone, in a polite and respectful way • Show a positive attitude on the job • Show attention to detail in carrying out verbal and written messages | <ul style="list-style-type: none"> • Greet students and visitors politely • Answer the telephone clearly • Ask for help if you need it • Relay problems in a timely manner • Attend monthly meetings |
| <u>Numeracy</u> <ul style="list-style-type: none"> • Use basic operations to complete daily responsibilities | <ul style="list-style-type: none"> • Use the calculator for basic operations • Handle money (counting change) • Maintain supply inventory • Track pop supply |
| <u>Computer Use</u> <ul style="list-style-type: none"> • Use technology (computers, calculators, telephones, voicemail) to do tasks | <ul style="list-style-type: none"> • Handle telephone and intercom • Copy-type using MSWord, spell and grammar check, basic formatting • Understand basic email with attachments |

| Essential Skills | also Task List |
|---|--|
| <p><u>Working with Others</u></p> <ul style="list-style-type: none"> • Demonstrate cooperation and willingness to assist others • Show respect for the ideas and opinions of co-workers • Take responsibility for your share of the work • Recognize and respect people's diversity, differences and perspectives • Respect confidentiality of others • Demonstrate an ability to begin and complete assigned tasks with little direction • Focus on the job at hand | <ul style="list-style-type: none"> • Welcome visitors with confidence • Let staff direct and guide activities • Display a helpful and polite telephone manner • Assist also students who need to use the reception telephone for short/urgent calls • Make coffee, purchase milk, etc. • Maintain kitchen and reception areas |
| <p><u>Continuous Learning</u></p> <ul style="list-style-type: none"> • Recognize your own and other people's efforts • Be willing to continuously learn and grow • Approach new tasks with confidence and a positive attitude • Assess personal strengths and areas for development • Self-reflect on your volunteer experiences • Learn from your mistakes and accept feedback • Identify new learning goals with your instructor • Identify and access learning sources and opportunities | <ul style="list-style-type: none"> • Attend monthly meeting with supervisor and instructor; accept feedback and offer constructive ideas • Review routines and rules and be prepared to change as needed • Take responsibility for all required tasks however unpleasant |
| <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> • Use common sense to assess day-to-day situations and identify problems • Listen and ask questions to interpret and clarify meaning • Know when to ask your co-workers or supervisor for help • Apply a logical approach to solving problems and making decisions • Complete assigned tasks in order of priority | <ul style="list-style-type: none"> • Conduct daily maintenance check for tidiness, empty garbage bins, water plants, etc. • Try to solve problems before asking for staff assistance |

| Work Habits | also Task List |
|--|---|
| <p><u>Safety</u></p> <ul style="list-style-type: none"> • Be aware of health and safety issues and procedures, reporting any potentially unsafe conditions to your employer • Work in a manner that prevents injury to self and others • Be aware of building and program security procedures, reporting any potentially unsafe situations to your employer | <ul style="list-style-type: none"> • Report any safety concerns quickly and quietly to supervisor or another staff member • Work in a manner that prevents injury to yourself or others • Report unsafe conditions, e.g. cooking area • Participate in health and safety training |
| <p><u>Customer Service</u></p> <ul style="list-style-type: none"> • Apply effective listening skills to determine the needs of others • Act on client/customer needs in a timely, courteous manner | <ul style="list-style-type: none"> • Behave in a positive manner, e.g. not criticizing others • Listen carefully to find out visitors' needs |
| <p><u>Reliability</u></p> <ul style="list-style-type: none"> • Be accountable for your actions • Be punctual for work • Follow directions, paying attention to detail • Complete tasks efficiently and on time | <ul style="list-style-type: none"> • Be on time • Give adequate notice if you cannot do your shift • Complete all tasks and report completion to your supervisor |
| <p><u>Ethics</u></p> <ul style="list-style-type: none"> • Follow the Code of Behaviour | <ul style="list-style-type: none"> • Read and understand the also behaviour guidelines |

Position Description: Volunteer Helper – Children’s Room, also

also is a safe and caring community learning centre serving adults and families. **also** builds on individual and family strengths and supports the development of the tools needed for family life, work and daily living. The helper in the Children’s Room will work three to six hours per week. The helper reports to a Supervisor.

Expectations

- Follow staff directions.
- Learn child development rules and procedures.
- Provide caring support for the emotional needs of the children.
- Be helpful and polite.
- Pay attention to details.
- Have a positive attitude to children, parents, staff and other volunteers.
- Respect confidentiality and the privacy of families.
- Respect that each child is unique and different.
- Promote self esteem in children and parents.
- Work in a safe and healthy way.
- Be aware of safety concerns.
- Remain calm in stressful situations.
- Be on time.
- Call if you are going to be late or cannot come.
- Follow the Code of Ethics, Association of Early Childhood Educators, Ontario.
- Meet with your supervisor weekly.

Duties

Early Childhood Activities

- Provide age-appropriate play activities for the children.
- Encourage good social skills (e.g. sharing, taking turns).
- Encourage the children to play with the toys safely.
- Provide appropriate language model for children (full sentences, good manners).

- Read stories to the children.
- Sing songs and nursery rhymes with the children.
- Help children establish good habits of personal hygiene.
- Assist children with eating and dressing.
- Observe children's play and write short behavioural records.
- Complete weekly self-evaluation form.

Maintenance

- Learn and apply basic health and safety routines.
- Read information and guidelines posted in the Children's Room.
- Help with the general housekeeping tasks.
- Follow directions from staff about set up and clean up.
- Help to maintain a neat and organized room.
- Wash tables and surfaces with a solution of bleach and water before and after snack time.
- Serve snacks.
- Clean up serving areas before and after snack time.
- Keep the kitchen tidy.

Essential Skills: Volunteer Helper – Children’s Room, also

| Essential Skills | also Task List |
|--|---|
| <p><u>Reading Text</u></p> <ul style="list-style-type: none"> • Read and understand information presented in written messages and reports • Carry out written instructions from your supervisor | <ul style="list-style-type: none"> • Read information (e.g. poster and guidelines) • Read notes, messages, attendance sheet • Read stories to the children |
| <p><u>Writing</u></p> <ul style="list-style-type: none"> • Write clearly to communicate messages to others in the workplace and to parents | <ul style="list-style-type: none"> • Observe children’s play and write short behavioural records • Complete weekly self-evaluation form |
| <p><u>Oral Communication</u></p> <ul style="list-style-type: none"> • Communicate with co-workers and clients in a polite, respectful way | <ul style="list-style-type: none"> • Greet parents and children in a positive, friendly manner • Keep personal conversations to a minimum and give the children your full attention • Speak politely to the children • Sing songs and nursery rhymes with the children • Encourage good social skills (e.g. sharing, taking turns) |
| <p><u>Working with Others</u></p> <ul style="list-style-type: none"> • Demonstrate cooperation and willingness to work with others • Show respect for the ideas and opinions of others • Recognize and respect people’s diversity, differences and perspectives • Respect the confidentiality of others • Demonstrate an ability to begin and complete assigned tasks with little direction • Take responsibility for your share of the work • Focus on the job at hand • Be helpful and polite at all times | <ul style="list-style-type: none"> • Follow staff directions • Help with the general housekeeping tasks • Respect that each child is unique and different • Help to maintain a neat and organized room • Respect families’ child rearing values and their right to making decisions for their children |

| Essential Skills | also Task List |
|--|---|
| <p><u>Continuous Learning</u></p> <ul style="list-style-type: none"> • Recognize your own and other people's efforts • Be willing to continuously learn and grow • Approach new tasks with confidence and a positive attitude • Self-reflect on your volunteer experiences • Learn from your mistakes and accept feedback | <ul style="list-style-type: none"> • Review routines and rules with staff • Ask questions about procedures as needed • Learn age-appropriate play activities for infants and toddlers • Learn Child Development rules and procedures • Learn and apply basic routines and requirements for children • Be mindful of confidentiality and privacy of families • Remain calm in stressful situations • Complete weekly self-evaluation |
| <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> • Use common sense to assess day-to-day situations and identify problems • Listen and ask questions to interpret and clarify meaning • Know when to ask your co-workers or supervisor for help • Complete assigned tasks in order of priority | <ul style="list-style-type: none"> • Observe the children and become aware of their needs and how you can best help them • Meet with your supervisor weekly |

| Work Habits | also Task List |
|--|--|
| <p><u>Safety</u></p> <ul style="list-style-type: none"> • Be aware of health and safety issues and procedures, reporting any potentially unsafe conditions to your supervisor • Work in a manner that prevents injury to yourself and others • Be aware of building and program security procedures, reporting any potentially unsafe situations to your supervisor | <ul style="list-style-type: none"> • Work in a safe and healthy way • Be aware of fire evacuation drill • Return materials (arts, crafts, etc.) to their proper place when you are finished with them • Wash tables and surfaces with a solution of bleach and water before and after snacks • Keep the kitchen tidy • Assure the health and safety of children by following health and safety rules and procedures • Clean up serving areas before and after snacks • Report to staff any health or behavioural concerns • Intervene when there is a negative situation (e.g. hitting, biting, pushing) • Help to maintain a neat and organized room • Help children establish good habits of personal hygiene |
| <p><u>Customer Service</u></p> <ul style="list-style-type: none"> • Apply effective listening skills to determine the needs of others • Act on client/customer needs in a timely, courteous manner | <ul style="list-style-type: none"> • Listen carefully to children's needs • Assist with eating and dressing • Prepare and serve snacks |
| <p><u>Reliability</u></p> <ul style="list-style-type: none"> • Be accountable for your actions • Be on time for work • Follow directions and pay attention to detail • Complete tasks efficiently and on time | <ul style="list-style-type: none"> • Be on time • Call if you are going to be late or cannot come • Follow directions from staff about set-up and clean-up • Pay attention to details • Respect the privacy of families and children; never talk about them outside of the Children's Room |
| <p><u>Initiative</u></p> <ul style="list-style-type: none"> • Begin and complete tasks with little prompting • Do your job with confidence and a positive attitude • Ask for help when you need it | <ul style="list-style-type: none"> • Show energy, enthusiasm and willingness to play with and help children • Remain calm in stressful situations |
| <p><u>Ethics</u></p> <ul style="list-style-type: none"> • Read Code of Ethics | <ul style="list-style-type: none"> • Follow the Code of Ethics, Association of Early Childhood Educators, Ontario |

Position Description: Student Representative, also Board of Directors

also is a safe and caring community learning centre serving adults and families. **also** builds on individual and family strengths and supports the development of the tools needed for family life, work and daily living. The Student Representative reports to the Executive Director.

Expectations

- Represent students at Board Meetings
- Come to meetings on time and participate actively
- Commit for one year

Duties

- Attend student meetings. Collect feedback
- Meet with Executive Director to prepare for Board meetings
- Attend regularly scheduled monthly Board meetings
- Provide verbal or written Student Report for the monthly Board meetings
- Represent the student point of view at Board Meetings
- Attend the Annual General Meeting

Essential Skills: Student Representative, also Board of Directors

| Essential Skills | also Task List |
|--|---|
| <u>Reading Text</u> <ul style="list-style-type: none"> • Read and understand information presented in written messages and reports • Carry out written instructions as directed by your supervisor | <ul style="list-style-type: none"> • Read and understand notes, minutes, reports, email messages |
| <u>Document Use</u> <ul style="list-style-type: none"> • Interpret and use information presented in a variety of forms (charts, diagrams, graphs etc.) | <ul style="list-style-type: none"> • Use alphabetical order • Use dictionaries • Understand schedules, maps |
| <u>Writing</u> <ul style="list-style-type: none"> • Write clearly to communicate messages to others in the workplace | <ul style="list-style-type: none"> • Take notes at student and Board meetings |
| <u>Oral Communication (speaking and listening)</u> <ul style="list-style-type: none"> • Communicate with co-workers and the general public, in person and on the telephone, in a polite and respectful way • Show a positive attitude on the job • Show attention to detail in carrying out verbal and written messages | <ul style="list-style-type: none"> • Be an advocate and spokesperson for also in the community • Ask staff or Board members for help if unsure about what is required • Relay problems in a timely manner |
| <u>Numeracy</u> <ul style="list-style-type: none"> • Use basic operations to perform daily responsibilities | <ul style="list-style-type: none"> • Study the also financial reports with staff support, e.g. monthly statements, operational budget |
| <u>Computer Use</u> <ul style="list-style-type: none"> • Use technology (computers, calculators, telephones, voicemail) to perform job tasks | <ul style="list-style-type: none"> • Understand/use basic email with attachments to keep informed of Board business |

| Essential Skills | also Task List |
|---|--|
| <p><u>Working with Others</u></p> <ul style="list-style-type: none"> • Demonstrate cooperation and willingness to assist others • Show respect for the ideas and opinions of co-workers • Take responsibility for your share of the work • Recognize and respect people’s diversity, differences and perspectives • Respect confidentiality of others • Demonstrate an ability to begin and complete assigned tasks with little direction • Focus on the job in hand | <ul style="list-style-type: none"> • Gather student feedback at student meetings and communicate effectively at the Board meetings • Take Board information to the student meetings • Participate in Board discussions using clear speaking and listening skills • Role model respect for the ideas of others in interactions with also students, staff and Board • Role model confidentiality and respect for people’s diversity with also students, staff and Board |
| <p><u>Continuous Learning</u></p> <ul style="list-style-type: none"> • Recognize your own and other people’s efforts • Be willing to continuously learn and grow • Approach new tasks with confidence and a positive attitude • Assess personal strengths and areas for development • Self-reflect on your volunteer experiences • Learn from your mistakes and accept feedback • Identify new learning goals with your instructor • Identify and access learning sources and opportunities | <ul style="list-style-type: none"> • Do not expect to understand Board meeting process at the beginning • Attend monthly meeting with Executive Director to prepare for the Board Meeting • Ask for explanation and support when needed • Take responsibility for all required tasks |
| <p><u>Thinking Skills</u></p> <ul style="list-style-type: none"> • Use common sense to assess day-to-day situations and identify problems • Listen and ask questions to interpret and clarify meaning • Know when to ask your co-workers or supervisor for help • Apply a logical approach to solving problems and making decisions • Perform assigned tasks in order of priority | <ul style="list-style-type: none"> • Understand the roles and responsibilities of the student representative position • Gradually take on more responsibility as experience and knowledge increases • Ask instructor or Executive Director for help/clarification regarding Board business and process as needed |

| Work Habits | also Task List |
|---|--|
| <u>Safety</u> <ul style="list-style-type: none"> • Be aware of health and safety issues and procedures, reporting any potentially unsafe conditions to your employer • Work in a manner that prevents injury to self and others • Be aware of building and program security procedures, reporting any potentially unsafe situations to your employer | <ul style="list-style-type: none"> • Report any safety concerns as identified by the student body to a instructor or the Executive Director • Participate in a manner that prevents injury to yourself or others |
| <u>Customer Service</u> <ul style="list-style-type: none"> • Apply effective listening skills to determine the needs of others • Act on client/customer needs in a timely, courteous manner | <ul style="list-style-type: none"> • Behave in a positive manner, e.g. not criticizing others • Listen carefully to students, staff and Board |
| <u>Reliability</u> <ul style="list-style-type: none"> • Be accountable for your actions • Be punctual for work • Follow directions, paying attention to detail • Perform tasks efficiently and on time | <ul style="list-style-type: none"> • Attend monthly Board meetings and AGM • Be on time at meetings • Give adequate notice if you cannot attend • Prepare for Board meetings, reading all relevant materials |
| <u>Ethics</u> <ul style="list-style-type: none"> • Follow the Code of Behaviour | <ul style="list-style-type: none"> • Read and understand the also behaviour guidelines |

Letter from Learner to Host Organization

The literacy instructor works with the learner to write a letter to the host agency expressing an interest in a volunteer placement. The learner should be able to state what qualities and skills he/she already has that will be valuable to the host organization. He/she should also state what skills he/she wishes to improve through the placement.

Interview with Host Organization

The literacy instructor can work with the learner to prepare for the interview. The learner should be able to identify his/her strengths and weaknesses and provide examples of the strengths. The learner should also know something about the host organization.

Orientation and Training

This is covered by the host organization's process. It covers such things as expectations, duties, meeting the supervisor and finding out about the host organization.

Orientation / Training Procedures

This is an example from OC Transpo Lost & Found.

The supervisor or an appointed volunteer will train all volunteers in the daily operation of the placement site.

Orientation sessions:

The volunteer is asked to attend 2 orientation sessions to learn the expectations around communication, attitudes, safety, values and beliefs. The volunteer will also learn about the specific tasks performed by volunteers.

Following orientation session #2, the volunteer will inform the supervisor if he/she is still interested in being a volunteer. If he/she is interested 2 more training sessions are arranged.

Training sessions:

The volunteer will attend 2 training sessions to *job shadow* an experienced volunteer to gain confidence in the tasks he/she is responsible for. Following the 2nd training session the volunteer is asked to read the *Volunteer Handbook* prior to the start of their regular work schedule.

Placement – Ongoing Training and Supervision

Supervision

Staff at the host organization need to communicate rules and expectations to the learner and provide timely feedback. They need to reinforce good work habits and give redirection when necessary. Literacy instructors should provide support for this effort through the curriculum and during progress meetings.

Curriculum

Units 3 to 5 of the *Community Works Handbook* provide activities to support learners in their volunteer placement. Choose all or some of the activities depending on the needs of individual learners.

Check-in

The learner will meet regularly with the literacy instructor for a review of achievements and to identify needs for further development. At the meeting, they will complete the *Check-in Sheet* (see below). During this meeting, the instructor can also review the learner's portfolio.

Check-in Sheet

Complete Part 1 of this sheet. Your supervisor will complete Part 2. Then discuss the things that happened in your placement.

PART 1: Volunteer

Name: _____ Date: _____

The thing(s) that went well were.....

The things that need improvement are

PART 2: Supervisor

Name: _____ **Date:** _____

The things that went well were.....

The thing(s) that need improvement are

Learning Portfolio

During the volunteer placement, the learner works on building a learning portfolio. It will contain any certificates, letters of appreciation, or other evidence the learner has gathered. By the end of the volunteer placement, the learner will have collected items that demonstrate his/her skills, knowledge, personal qualities and experience. See Unit 3 of the *Community Works Handbook* for more examples.

The portfolio will also contain evidence of the transferable skills that the learner has demonstrated during the placement.

Performance Evaluation

Performance evaluation is covered in Unit 3 where the learner is introduced to the *Self-Evaluation Worksheet*. Once a week during the volunteer placement, the learner will complete a *Self-Evaluation Worksheet*. Each worksheet covers four weeks of work. Completed worksheets will be kept in the learner's portfolio and used to help the learner to create a résumé. Blank worksheets for each of the placements are reproduced below.

The supervisor will have regular meetings with the learner to discuss progress.

Self-Evaluation Worksheet: Volunteer Receptionist, OC Transpo Lost & Found

| Essential Skill Area | My Volunteer Position Task List Volunteer Receptionist, OC Transpo Lost & Found | My scores for the Month of: _____ | | | |
|---|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Reading Text</u> | <input type="checkbox"/> Review policy and procedure manual for handling lost items | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Refer to bus pass list to find names of customers who have lost their passes | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Read information on customer claim cards to find an item for a customer in the pickup box | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Writing</u> | <input type="checkbox"/> Print name and phone number of customer on customer claim card clearly for other staff to read | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Record customer name and phone number and green card number in pickup journal | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Document Use</u> | <input type="checkbox"/> Work with the following documents: Money Record Form, Yellow Log Sheets, Pickup Journal, Customer Claim Cards | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Oral Communication</u> (speaking and listening) | <input type="checkbox"/> Serve customers at the front desk | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Answer phone calls from customers | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Answer the Heartwood House phone | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Help visitors to Heartwood House | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Make sure visitors sign in | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Inform customers of whether an item has arrived or not | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Interact with other volunteers and staff | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Receive packages from couriers and others who drop off items for Member groups | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Speak and read functional English. | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <input type="checkbox"/> Speak French if possible. | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | |
| <u>Numeracy</u> | <input type="checkbox"/> Inform visitors of parking fees | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Receive monitor fee payments | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Register phone number on claim card | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Essential Skill Area | My Volunteer Position Task List Volunteer Receptionist, OC Transpo Lost & Found | My scores for the Month of: _____ | | | |
|----------------------------|---|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Computer Use</u> | <input type="checkbox"/> Use a calculator | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Update the RPMS (Registered Pass Maintenance System) computer to register bus passes that have arrived | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Respond to email messages regarding lost items | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Working with Others</u> | <input type="checkbox"/> Work with the courier to ensure all items and log sheets delivered to the Lost & Found are removed from the bags | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Work together to confirm whether there is money in any wallet, purse or backpack turned in | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Help each other | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Show respect for the ideas and opinions of others | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Take responsibility for your share of the work | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Know that you are part of a team | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Continuous Learning</u> | <input type="checkbox"/> Take training if procedures change | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Attend volunteer staff meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Evaluate the handling of difficult customers regularly | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Review procedures for handling lost items regularly | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Thinking Skills</u> | <input type="checkbox"/> Address problems such as finding an item that is supposed to be in the Lost & Found but has not arrived yet | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ensure that the rightful owner, or their designate, claims an item | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask the owner, or their designate to describe the item in detail before giving it to them | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Work Habits | My Volunteer Position Task List Volunteer Receptionist, OC Transpo Lost & Found | My scores for the Month of: _____ | | | |
|-------------------------|---|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Safety</u> | <input type="checkbox"/> Work in a healthy and safe way | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Customer Service</u> | <input type="checkbox"/> Listen carefully to determine and meet customers' needs | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Act in a positive way with customers, volunteers and staff | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Work Habits | My Volunteer Position Task List Volunteer Receptionist, OC Transpo Lost & Found | My scores for the Month of: _____ | | | |
|--------------------|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Reliability</u> | <input type="checkbox"/> Be on time for work | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Call if you are going to be late or if you cannot volunteer for a shift | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Follow directions from your supervisor | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Pay attention to detail | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Initiative</u> | <input type="checkbox"/> Begin and complete tasks with little prompting | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Approach new tasks with confidence and a positive attitude | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask for help when you need it | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Demonstrate energy and enthusiasm in approaching assigned tasks and ask for more work when you complete tasks | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Show perseverance in difficult situations | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Ethics</u> | <input type="checkbox"/> Understand, respect and follow the guidelines in the Heartwood House Policy Manual | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

Self-Evaluation Worksheet: Volunteer Receptionist, also

| Essential Skill Area | My Volunteer Position Task List Volunteer Receptionist, also | My scores for the Month of: _____ | | | |
|---|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Reading Text</u> | <input type="checkbox"/> Read notes, messages, notices, lists | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Read for copy-typing with accuracy | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Read telephone numbers accurately | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Understand receipts regarding petty cash | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Document Use</u> | <input type="checkbox"/> Use alphabetical order | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Use the telephone book | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Use dictionaries | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Understand schedules, maps | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Writing</u> | <input type="checkbox"/> Write telephone messages | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Maintain supply lists | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Write notes from visitors | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Take minutes at student meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Oral Communication</u> (speaking and listening) | <input type="checkbox"/> Greet students and visitors politely | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Answer the telephone clearly | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask for help when you need it | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Relay problems in a timely manner | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Attend monthly meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Numeracy</u> | <input type="checkbox"/> Use the calculator for basic operations | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Handle money (counting change) | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Maintain supply inventory | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Track pop supply | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Computer Use</u> | <input type="checkbox"/> Handle telephone and intercom | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Copy-type using MSWord, spell and grammar check, basic formatting | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Understand basic email with attachments | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Essential Skill Area | My Volunteer Position Task List Volunteer Receptionist, also | My scores for the Month of: _____ | | | |
|----------------------------|---|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Working with Others</u> | <input type="checkbox"/> Welcome visitors with confidence | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Let staff direct and guide activities | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Display a helpful and polite telephone manner | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Assist also students who need to use the reception telephone for short/urgent calls | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Make coffee, purchase milk, etc. | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Maintain kitchen and reception areas | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Continuous Learning</u> | <input type="checkbox"/> Attend monthly meeting with supervisor, accept feedback, offer constructive ideas | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Review routines and rules and be prepared to learn changes as needed | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Take responsibility for all required tasks however unpleasant | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Thinking Skills</u> | <input type="checkbox"/> Conduct daily maintenance check e.g. garbage bins, watering plants | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Try to solve problems before asking for staff assistance | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Work Habits | My Volunteer Position Task List Volunteer Receptionist, also | My scores for the Month of: _____ | | | |
|-------------------------|---|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Safety</u> | <input type="checkbox"/> Report any safety concerns quickly and quietly to supervisor or another staff member | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Work in a manner that prevents injury to yourself or others | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Report unsafe conditions, e.g. cooking area | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Participate in health and safety training | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Customer Service</u> | <input type="checkbox"/> Behave in a positive manner e.g. not criticizing others | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Listen carefully to find out visitors' needs | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Reliability</u> | <input type="checkbox"/> Be on time | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Give adequate notice if you cannot do your shift | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Complete all tasks and report completion to your supervisor | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

Self-Evaluation Worksheet: Volunteer Helper –Children’s Room, also

| Essential Skill Area | My Volunteer Position Task List Volunteer Helper – Children’s Room, also | My scores for the Month of: _____ | | | |
|--|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Reading Text</u> | <input type="checkbox"/> Read information, e.g. poster and guidelines | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Read notes, messages, attendance sheet | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Read stories to the children | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Writing</u> | <input type="checkbox"/> Observe children’s play and write short behavioural records | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Complete weekly self-evaluation form | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Oral Communication (speaking and listening)</u> | <input type="checkbox"/> Greet parents and children in a positive, friendly manner | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Keep personal conversations to a minimum and give the children your full attention | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Speak politely to the children | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Sing songs and nursery rhymes with the children | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Encourage good social skills, e.g. sharing, taking turns | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Working with Others</u> | <input type="checkbox"/> Follow staff directions | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Help with the general housekeeping tasks | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Respect that each child is unique and different | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Help to maintain a neat and organized room | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Respect families’ child rearing values and their right to making decisions for their children | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Essential Skill Area | My Volunteer Position Task List Volunteer Helper – Children’s Room, also | My scores for the Month of: _____ | | | |
|----------------------------|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Continuous Learning</u> | <input type="checkbox"/> Review routines and rules with staff | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask questions about procedures as needed | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Learn age-appropriate play activities for infants and toddlers | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Learn Child Development rules and procedures | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Learn and apply basic routines and requirements for children | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Be mindful of confidentiality and privacy of families | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Remain calm in stressful situations. | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Complete weekly self-evaluation | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Thinking Skills</u> | <input type="checkbox"/> Observe the children and become aware of their needs and how you can best help them | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Meet with your supervisor weekly | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Work Habits | My Volunteer Position Task List Volunteer Helper – Children’s Room, also | My scores for the Month of: _____ | | | |
|---------------|---|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Safety</u> | <input type="checkbox"/> Work in a safe and healthy way | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Be aware of fire evacuation drill | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Return materials (arts, crafts, etc.) to their proper place when you are finished with them | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Wash tables and surfaces with a solution of bleach and water before and after snack | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Keep the kitchen tidy | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Assure the health and safety of children by following health and safety rules and procedures | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Clean up serving areas before and after snacks | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Report to staff any health or behavioral concerns | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Intervene when there is a negative situation, e.g. hitting, biting, pushing | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Help to maintain a neat and organized room | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Help children establish good habits of personal hygiene | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Work Habits | My Volunteer Position Task List Volunteer Helper – Children’s Room, also | My scores for the Month of: _____ | | | |
|-------------------------|---|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Customer Service</u> | <input type="checkbox"/> Listen carefully to children’s needs | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Assist with eating and dressing | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Prepare and serve snacks | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Reliability</u> | <input type="checkbox"/> Be on time | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Call if you are going to be late or cannot come | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Follow directions from staff about set-up and clean-up | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Pay attention to details | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Respect the privacy of families and children; never talk about them outside of the Children’s Room | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Initiative</u> | <input type="checkbox"/> Show energy, enthusiasm and willingness to play with and help children | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Remain calm in stressful situations | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Ethics</u> | <input type="checkbox"/> Follow the Code of Ethics, Association of Early Childhood Educators, Ontario | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

Self-Evaluation Worksheet: Student Representative, also Board of Directors

| Essential Skill Area | My Volunteer Position Task List Student Representative, also Board of Directors | My scores for the Month of: _____ | | | |
|---|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Writing</u> | <input type="checkbox"/> Take notes at student and Board meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Document Use</u> | <input type="checkbox"/> Use alphabetical order | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Use dictionaries | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Understand schedules, maps | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Oral Communication</u> (speaking and listening) | <input type="checkbox"/> Be an advocate and spokesperson for also in the community | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask staff or Board members for help if unsure about what is required | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Relay problems in a timely manner | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Numeracy</u> | <input type="checkbox"/> Study the also financial reports with staff support e.g. monthly statements, operational budget etc. | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Working with Others</u> | <input type="checkbox"/> Gather student feedback at student meetings, and communicate effectively at the Board meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Take Board information to the student meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Participate in Board discussions, using clear speaking and listening skills | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Role model respect for the ideas of others in interactions with also students, staff and Board | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Role model confidentiality and respect for people's diversity with also students, staff and Board | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Continuous Learning</u> | <input type="checkbox"/> Understand that learning the Board process takes time | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Attend monthly meeting with Executive Director to prepare for the Board Meeting | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask for explanation and support when needed | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Computer Use</u> | <input type="checkbox"/> Understand/use basic email with attachments to keep informed of Board business | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Essential Skill Area | My Volunteer Position Task List Student Representative, also Board of Directors | My scores for the Month of: _____ | | | |
|------------------------|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Thinking Skills</u> | <input type="checkbox"/> Understand the roles and responsibilities of the student representative position | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Take on more responsibility gradually as experience and knowledge increases | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Ask teacher or Executive Director for help/clarification regarding Board business and process as needed | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |

| Essential Skill Area | My Volunteer Position Task List Student Representative, also Board of Directors | My scores for the Month of: _____ | | | |
|-------------------------|--|-----------------------------------|-------------|-------------|-------------|
| | | Week 1 | Week 2 | Week 3 | Week 4 |
| <u>Safety</u> | <input type="checkbox"/> Report any safety concerns as identified by the student body to a teacher or the Executive Director | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Participate in a manner that prevents injury to yourself or others | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Customer Service</u> | <input type="checkbox"/> Behave in a positive manner e.g. not criticizing others | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Listen carefully to students, staff and Board | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Reliability</u> | <input type="checkbox"/> Attend monthly Board meetings and AGM | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Be on time at meetings | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Give adequate notice if you cannot attend | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Prepare for Board meetings, reading all relevant materials | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| | <input type="checkbox"/> Take responsibility for all required tasks | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |
| <u>Ethics</u> | <input type="checkbox"/> Read and understand the also behaviour guidelines | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 | 1 2 3 4 5 6 |