



# VOLUNTEER TUTOR HANDBOOK



## **A message from the Manager of Community Support**

On behalf of Inclusion Melbourne, I would like to welcome you as a volunteer.

We hope that your involvement as a Tutor will be rewarding and fulfilling, and that you enjoy supporting Inclusion Training students' education in the classroom.

Our volunteers are the backbone of the organisation, and we greatly value your volunteering contribution and commitment.

The Community Support team is passionate about volunteering and the benefits it brings to both volunteers and students. The team, and your allocated Community Support Coordinator, will provide you with ongoing support to ensure you get the best out of your volunteer role.

Our team of Community Support Coordinators have a wealth of experience in disability and community services. You will find more information about their experience on the Volunteer Hub.

Thank you for your decision to become a volunteer and congratulations on joining Inclusion Melbourne!

Warmest regards

*Gaye Berry*

**Gaye Berry**

Manager, Community Support  
Inclusion Melbourne

## About Volunteer Classroom Tutors

The role of the Community Support Coordinator .....	4
The benefits of volunteering .....	5
Your rights as a volunteer .....	5
Your responsibilities as a volunteer .....	6
The Volunteer Hub .....	7
Reporting forms. ....	7
1. Monthly activity update.....	7
2. Update personal details.....	7
3. Record of an event.....	7
How do I access the Volunteer Hub? .....	8
In the Classroom .....	8
Campus information .....	9
Class times and structure.....	9
Minimum Contact requirements .....	9
Getting Started .....	10
Resources.....	10
Teaching Techniques .....	10
Things to Remember.....	11
Taking Care of You .....	12

## About Tutor Volunteers.

Classroom Tutors assist students with a cognitive disability who are studying for pre-accredited and nationally accredited qualifications at Inclusion Training, Inclusion Melbourne's Registered Training Organisation (RTO).

The Tutor's main aim is to support a student's learning, guided by qualified classroom trainers and assessors. Tutors may support students one on one or provide support in small groups within the classroom. Support is based on the individual needs of students.

Classes are delivered at Inclusion Training campuses, located at Armadale and Sunshine.

Education provides a pathway to many opportunities, and you will join Inclusion Training students on their journey to achieve great things!

This handbook details information about volunteering with Inclusion Melbourne and the Volunteer Tutor role, along with the daily routine of classrooms, and some guiding principles for providing educational support.

Refer to your Position Description for further information about the Tutor role.

## Community Support Procedures

Policies and Procedures are an important part of Inclusion Melbourne's quality system and ensure volunteers and staff understand their responsibilities and act according to Inclusion Melbourne's mission, values, and obligations under legislation.

A suite of procedures, written specifically for volunteers at Inclusion Melbourne, is located on the Volunteer Hub. (See information about the Volunteer Hub below)

We ask that you take the time to read them within the first three months of your commencement. There will be an opportunity to discuss them and seek clarification at a three-month review meeting with your Community Support Coordinator.

## The role of the Community Support Coordinator

Your Community Support Coordinator:

- Will keep in regular contact with you and provide you with ongoing support.
  - If you have an issue at all, you can be assured that support is only a phone call away.
- In addition, the Community Support Coordinator role is to:
- Recruit, interview and induct new volunteers.
  - Facilitate screening processes, including the NDIS screening checks. (Required every 5 years).
  - Facilitate appropriate volunteer matches.
  - Liaise with participants and their supporters as required, including Inclusion Training staff.

## Inclusion Melbourne's philosophy of volunteering

IM values the contribution made by volunteers and seeks to recognise this by:

- Acknowledging that the relationship between volunteers and Inclusion Melbourne is a reciprocal one.
- Acknowledging that volunteers exercise free choice in committing to Inclusion Melbourne.
- Acknowledging that volunteers are of equal status and deserve the same treatment and respect as paid employees and Inclusion Melbourne can expect the same standards of its volunteers as it expects of its paid employees.
- Ensuring volunteers are not used to replace paid staff positions and only carry out work that they have agreed to undertake.
- Stating and acknowledging the contribution of volunteers in Inclusion Melbourne documentation and recording hours volunteered.
- Providing an opportunity for the development of skills and experience.
- Providing support in the form of clear policy guidelines, training, recognition and support. A statement of service and clarification of their role can be provided by the relevant coordinator of volunteers or program coordinator.

## **The benefits of volunteering**

There is much to be gained from volunteering, including the opportunity to:

- gain valuable work experience
- learn new skills
- meet new people and gain new friendships
- support others in our community who would benefit from services provided
- develop self-confidence

You can find more information about Volunteering at [www.volunteeringaustralia.org](http://www.volunteeringaustralia.org)

## **Your rights as a volunteer**

- Receive information and be kept informed of changes to the program.
- Receive a position description and understand the role and how it meets our objectives.
- Say “no” to additional tasks or requests beyond the position description.
- Be supported in the role by a designated staff member.
- Be reimbursed for preapproved expenses as per Inclusion Melbourne volunteer reimbursement policy.
- Provide feedback, suggestions and recommendations regarding your role or the wider program.
- Have access to dispute resolution procedures and to be supported through such a process.
- Have personal details kept in a confidential manner.
- Work in a safe and healthy environment.
- Be trained and resourced to perform duties as per role description.
- Recognition for years of services.
- Be covered by insurance.

## **Your responsibilities as a volunteer**

- Adhere to the Position Description and Code of Conduct.
- Be reliable and committed.
- Strict adherence to the confidential nature of information that may be acquired during your duties.
- Be a positive advocate of Inclusion Melbourne and the Tutors.
- Notify Inclusion Melbourne Community Support Coordinator and other relevant staff of any absences or if you are no longer able to volunteer.
- Advise of any changes to contact details.
- Ask for support when needed.
- Abide by policies and procedures relevant to your work.
- Discuss any grievances or problems with your Inclusion Melbourne Community Support Coordinator. If issues remain unresolved, speak to the Manager, Community Support.
- Seek prior approval from Inclusion Melbourne Community Support Coordinator for any travel or out of pocket expenses.
- Work in a safe and healthy way and not jeopardise the health and safety of others.
- Inform Inclusion Melbourne Community Support Coordinator of any medical condition that would impact on your ability to undertake your role.
- Report any accident or injury immediately as per procedure provided.
- Smoke only in approved smoking areas
- Remain drug (non-prescribed) and alcohol free whilst undertaking a volunteer role for Inclusion Melbourne.

## The Volunteer Hub

The Volunteer Hub is located on the Inclusion Melbourne website and is designed to give volunteers easy access to information and provide a simple way to report as needed.

The Volunteer Hub is your 'go to' place for accessing:

- Community Support Team information and contact details
- Inclusion Melbourne Policies and Procedures
- Useful resources
- Links to Inclusion Melbourne blogs

The Volunteer Hub also has three online reporting/survey type forms to simplify documentation.

### Online forms

#### 1. Monthly Activity Update

Tutors are asked to provide an update about their volunteering over the month. The monthly activity update survey/report prompts for basic information, including what day and how many days in the month you volunteered.

There is also an option to share a good news story or success about your volunteering for the month.

***The data in the report helps track progress and issues, but also provides the information we need to report to our funding bodies.***

***The monthly activity update is due at the end of each month.***

You will be sent a reminder text each month with a direct link to the monthly activity update.

#### 2. Update personal details

Simply access this form to notify us of a change to your contact details.

#### 3. Record of an event

The Record of Event form is completed at any time documentation is required during the course of your volunteering, such as incident, accident, injury, hazard, or a 'near-miss', or for any complaints or compliments or feedback.

**Note:** The Volunteer Hub does not replace routine communication with your Community Support Coordinator, via email, telephone and text.

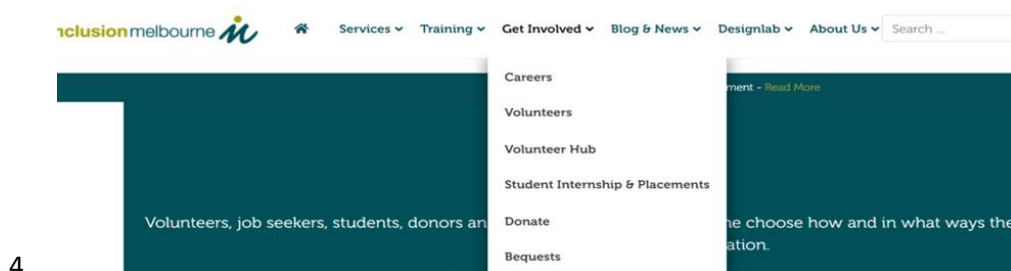
## How do I access the Volunteer Hub?

1. Access directly via this link <https://inclusionmelbourne.org.au/volunteer-hub/>
2. Enter password provided by your Community Support Coordinator. (The password will change every 6 months for security reasons).

Note: Remember to save the password in your browser. The next time you access the site you will not have to put in the password.

An alternative way to access the Volunteer Hub is via Inclusion Melbourne's website.

1. Simply google Inclusion Melbourne.
2. Click on the 'Get Involved' tab, from across the top of the home page.
3. Click on the tab to reveal the menu. Click on the Volunteer Hub



4.

***Note: Your feedback about the Volunteer Hub is highly valued, so don't hesitate if you can see an opportunity for improvement!***

## In the Classroom

Trainers and Assessors conduct learning assessments with students when they first enrol, to evaluate skill levels. This allows the students to participate in units and modules that are relevant to their level of learning.

Therefore, as students learn at different rates and in different ways, you will find that students may be working in the classroom on individual tasks at individual levels.

Throughout each term, Trainers and Assessors will arrange assessments for students participating in accredited training and at the end of the year, all students will receive a certificate which is presented at a formal Presentation Ceremony.

You are welcome to have your phone with you in the classroom, however, please leave it on silent mode during class time and take any urgent calls outside of the classroom.



## Campus information

### **Sunshine Campus:**

Visy Care Hub, 80B Harvester Rd, Sunshine VIC 3020.

**Contact:** Archana Kadam, Team Leader: 0431 123 183

### **Armadale Campus:**

Inclusion Melbourne, 67 Sutherland Road, Armadale VIC

**Contact:** Anisha Baveja, Team Leader: 9509 4266 / 0475 616 157

## Class times and structure

All training sessions are overseen by a qualified and experienced Trainer and Assessor who will be your supervisor while in the classroom and the first point of contact.

Classes run Monday to Friday from 9.30 am – 3pm with breaks for morning tea, lunch and afternoon tea. Generally, there is a choice of three 'shifts' for the Tutor role:

- **Morning** (9.30am – 1pm lunch)
- **Afternoon** (1.30 pm lunch – 3pm finish)
- **All Day** (9.30 am – 3pm)

It is important to arrive promptly at the agreed time, however If you foresee an occasion when you will be late or unable to attend, please provide as much notice as possible and contact your Community Support Co-Ordinator or Head Office Reception.

If you need to leave earlier than planned or will be late for a shift, please discuss this in advance with your Community Support Coordinator and the Team Leader of the campus in which you are volunteering.

If you are available after 3pm, you may like to offer your assistance with administrative tasks for the Trainer and Assessor.

If you are going offsite at any time, please let your Community Support Co-Ordinator know.

Lunch is most often spent together in a group with students, trainers and support staff are available to assist students with personal care.

Tutors can assist by supervising students making food and drinks, as well as helping to maintain a clean and safe environment for all to enjoy. Lunch is a valuable time to explore and develop social relationships, and Tutors can encourage students to participate in conversations to build confidence and a sense of inclusiveness.

For up-to-date information on our courses, please visit our website; [inclusiontraining.org.au](https://inclusiontraining.org.au)

## Minimum Contact requirements

Usually, the day and shift a volunteer tutor is required will be advertised and confirmed at the interview. Weekly classroom contact is preferred for consistency.

To assist with classroom management, you are asked to provide advance notice if for any reason you are unable to attend your normal shifts, such as going on a holiday or if you will be late for a shift.

## Getting Started

On your first day you will receive an induction to the site and classroom where you will be volunteering. This will include such information as emergency evacuation procedures and location of facilities, amenities and COVID safe practices.

Getting to know the students is a vital part of building relationships. The staff in the classroom will make you aware of support requirements, behavioural patterns and medical information, where necessary.

This documentation also provides advice and recommendations on how to approach and interact with the student. Please note that this information is strictly private and confidential.

## Resources

All our classrooms are equipped with resources and technology suited to the course. The Trainer and Assessor will assist you to use these resources and offer guidance when using technology with the students.

Your assistance may be required to regularly set up and clear away activities and resources.

## Teaching Techniques

We often adjust our teaching techniques to suit individual needs and learning styles. Such techniques may include:

- **Setting targets:** Clearly describing what we want the learner to achieve and work towards it.
- **Task analysis:** This is the process of breaking a task down into small steps.
- **Demonstration:** Showing what has to be done, explaining what you are doing at each stage.
- **Consolidation:** Once a step is completed, continuing to the next, then returning to the first step to revisit it again.

## Teaching Techniques cont.

- **Reflection and review:** Beginning sessions with “What did we do last time?” and finishing with “What have we done today?”

- **Streamlining:** Keeping procedures in the correct or usual order. Not complicating with peripheral information.
- **Question and answer:** Asking questions and ensuring each question is demonstrated or answered.
- **Check for understanding:** Asking if something is understood and requesting a demonstration or example.
- **Prompt:** Providing verbal prompts as an exercise is being undertaken.
- **Positive reinforcement:** Acknowledging when something is correct. Giving appropriate praise. Reassuring even when things are not going well and reminding of progress made.
- **One instruction at a time:** A need to be clear and concise, as multiple instructions may confuse.
- **Routine:** Setting up routines so that tasks are actioned in the same order. Being mindful not to become ritualised so that change can never be introduced. Add small differences from time to time.
- **Repetition:** Showing what has to be done and asking for it to be repeated again until it is second nature.
- **Check lists:** Creating check lists of tasks to be actioned which can be ticked off.
- **Humour and play:** Jokes and fun make learning easier.

## Things to Remember

- A student may be anxious about their ability to participate. Be encouraging.
- Students will learn at their own pace.
- Provide accurate and constructive feedback on how a student is going. When something is not right, say so positively and show the student how they can do it better. Give praise for things well done.

- Do not complete tasks for a student or cover their mistakes. Show them how it is done and let them work things out for themselves.
- We support adults not children, and therefore strongly encourage the use of language and examples that are age appropriate.
- Speak clearly and in plain language.
- Let the student understand the relationship between you as their volunteer Tutor. You should develop a friendly, open and professional relationship.
- Let the student know it is OK to make mistakes and that you can make mistakes too.
- Respond to situations in a positive manner.
- Don't get discouraged. Learning takes time.
- All students should have a happy and enjoyable learning experience.
- All students, staff and volunteers have the right to be in a safe environment. Be mindful of our OH&S obligations.
- Our aim is for successful learning outcomes for all students.
- Clarify instructions with your supervisor when unsure.
- Maintain regular and open communication with your supervisor.
- Be mindful and respectful of cultural and religious backgrounds and celebrate diversity.
- Processing time is important, so allow students the time to think about their work.

## **Taking Care of You**

Working with a student can be a lot of fun and extremely rewarding. However, it can also be difficult and you may be placed in challenging situations.

It is important that you recognise when you need to take a break, and do so in consultation with the Trainer and Assessor.

Recognise any feelings of negativity or feeling overwhelmed, and don't hesitate to ask the Trainer and Assessor for advice.

Find someone to talk to on a regular basis for emotional support, such as the Trainer and Assessor, another volunteer Tutor, or the Volunteer Management Team.