



Here 2 Help

Adult Literacy & Numeracy

Here 2 Help Volunteer Guidelines

Thankyou so much for volunteering on Here 2 Help: an adult literacy and numeracy hub that is a collaboration between the Bega Valley Shire Council and TAFE NSW. **Carol Holden** is the facilitator of this project and her contacts details are: **Tel no at TAFE 02 792 11013, M: 0439 658 483,**

Email: carol.holden@tafensw.edu.au

Please ensure Carol has your email and phone number and a list of any skills you do or do not feel comfortable teaching.

This project aims to take away as many barriers to learning as possible for the clients. There are no enrolments or assessments, just one-on-one help with whatever the client wishes to work on. The project also aims to give as much flexibility as possible to volunteers. We aim to have a large pool of volunteers so that people can feel free to take time off without worrying they are letting anyone down.

Requirements

- All volunteers will need a Working With Children Check. This is available free for volunteers through Service NSW.
- All volunteers will need to undergo a volunteer induction by the BVS Library. If appropriate you can use these volunteer hours towards Centrelink commitments.

In order for everyone to feel comfortable and ensure we practice within legal and ethical boundaries we have co-designed the following:

Boundaries

- If you don't feel comfortable with a client let the facilitator (Carol or other appropriate person) know and the client will assigned a different tutor.
- Do not give out your personal contacts or arrange to meet clients outside of the Here 2 Help space and time.

- Keep all information strictly confidential. We might discuss situations together as a learning tool but it must not leave the room. Clients may not wish anyone to know they are accessing the service so may not even want to acknowledge you in the street.
- We are here to help with literacy and numeracy and maybe some technology. Nothing else. Anything else should be referred on. Pass that on to Carol (or other appropriate person) to deal with. If asked to do something outside the scope of our brief you can say something like: “I’m sorry. We have quite strict rules of what we are allowed to do as volunteers here. We can only help with literacy and numeracy tasks. Let me ask my supervisor to see if she can find the right person to help you.”
- It is not an appropriate place to express political or religious views. We may be dealing with vulnerable people and this could be considered coercion.

How 2 Help

Clients will be interviewed briefly on arrival so that they can be assigned to an appropriate volunteer in terms of skills and general ‘fit.’ Feel free to refuse any client you don’t feel comfortable with, especially if you already know them. It may be easier for the client to work with a stranger and it is easier to maintain professional distance. Once you greet them try to make them feel as comfortable as possible, especially if it is their first time. They are likely to be feeling very anxious.

Ask your client what they want help with and try to get as specific an answer as possible. Which parts of this are you struggling with? Which bits are you confident with? They may have documents with them that you can use eg forms for work. Remember these will be confidential too. If they haven’t brought them along encourage them to do so and if need be you can take a photocopy and blank out confidential details. We will have folders available for clients intending to return to keep their work in and bring along to further sessions.

Some people may have more general goals and you may wish to use the resources I will supply or books etc from the library. Feel free to ask for advice on what to use. In your spare time familiarise yourself with the resources.

Make records of your clients' names and what you worked on. We need to keep data so that we can tailor our services appropriately and use this information to apply for grants. Records must be kept confidential.

Example of student record keeping sheet

Client Name	Tutor Name	Date	Worked on	Resources used


Teaching Adults

Please note that teaching adults is very different to teaching children. Adults come with a lifetime of experience, will have knowledge and have developed strategies. The last thing these learners want to feel is that they are back in school as for many that was a negative experience.

The Six Adult Learning Principles


<https://www.youtube.com/watch?v=vLJ7cRwKI-I>

CORE ADULT LEARNING PRINCIPLES




Learner's Need to Know

- Need course goals/topics: answer why, what, & how
- Want engagement in collaborative planning process for own learning: provide options when possible




Self-Concept of the Learner

- General desire to be autonomous & self-directing
- Encourage life-long learning skills whenever possible



Prior Experience of the Learner

- Recognize and understand previous experience type & quality to use as a resource and to build upon




Readiness to Learn

- Need to see relevancy/usefulness to real life (now)
- May need changing levels of assistance/scaffolding




Orientation to Learning

- Prefer problem-solving learning orientation
- Prefer experiential (hands-on) learning



Motivation to Learn

- More intrinsic, internal satisfaction
- Importance of personal relevancy now

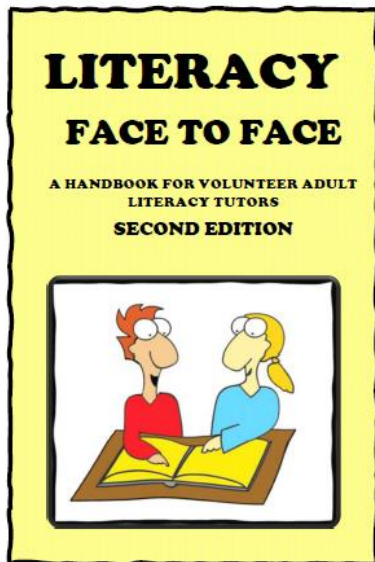


Derived from (Knowles, Holton, & Swanson, 2005)
 - incorporated with additional explanation (Anders, 2019)

Infographic from **The Army Learning Concept, Army Learning Model:**
 the book: **A Guide to Understanding and Implementation**

Tutor Training

Please ensure you grab a copy of the tutor training manual **Literacy Face to Face** and read it in your free time. It's a large manual so take it one bit at a time. The first section is particularly important.



Formal Training

Tutors need to complete an online volunteer tutor training program. Our provider is Tas TAFE. Please see excerpt from the email below for details of how to access the course. We will refund the \$100 fee if you send the receipt. Carol has the relevant forms.

Hello Carol

Thank you for getting in touch.

TasTAFE offer a couple of training of options for our interstate colleagues. All can be viewed here [CHCSS00101 | TasTAFE](#) but I'll explain a bit.

We are about to commence another enrolment round for the full Language, Literacy and Numeracy Tutor skill set (CHCSS00101). It is a rigorous course with the most contemporary information out there on tutoring adults. People who complete this course come away with a thorough and solid understanding of explicitly how they can support an adult learner. The cost can be prohibitive however, which is why we created a non-accredited short course (\$100) [NONC0245A-V01 | TasTAFE](#). The short course has been build out of the full skill set to provide someone with the beginning knowledge they would need to get started in tutoring. It is a great place to start learning about adult tutoring and is quite reasonably priced. The consideration is that it is designed for independent learning only. There is no teacher interaction or support.

Both options are fully online.

Please don't hesitate to call if you would like to discuss further.

Kind regards

Kirrily Loveday

Education Project Leader – Foundations | TasTAFE

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www.tastafe.tas.edu.au | 1300 655 307

RTO 60142 | CRICOS 03041M

Mandatory viewing for all tutors: **Lost For Words on SBS OnDemand** This series gives a highly informative view on what people struggling with literacy skills go through, and useful ways to help that incorporate the principles of adult learning described above into your tutoring. Let Carol know if you are unable to access this yourself.

The screenshot shows the SBS OnDemand website interface. At the top, there is a navigation bar with 'SBS ONDEMAND' and links for Home, TV Shows, Movies, Live TV, Sport, and Favourites. The main content area features a large image of host Jay Laga'aia in a blue suit, with floating letters in the background. The title 'Lost For Words' is prominently displayed. Below the title, it is identified as a 'Documentary' with '1 season available', 'English' audio, and 'M CC HD' ratings. A descriptive paragraph states: 'Lost for Words follows eight brave Australians on a life-changing opportunity to transform their lives by taking part in an intensive nine-week long adult literacy program. Hosted and narrated by literacy advocate Jay Laga'aia, it is an empowering and uplifting observational documentary that confronts Australia's staggeringly low adult literacy rate.' A 'Start Here' button is present, along with a play button icon and the text 'S1 E1: Episode 1' and '1m remaining'. A small thumbnail image shows Jay Laga'aia with participants. At the bottom, it lists 'Subtitles: English' and 'Countries: Australia'.

Lost for Words shows the anxiety that our clients may feel. It takes enormous courage to come and ask for help, therefore tutors must show respect for this. Our role is to have endless patience and encourage our clients when learning is difficult. The participants in Lost For Words all talk about being made to feel stupid. Our role is to help overcome this.

Once again: Thankyou for volunteering for Here 2 Help. I'm sure you will find it very rewarding and the results of your work will not only benefit the individuals you teach but their children, partners, family and friends as well as the wider community. It is the gift that keeps on giving.