



PATHWAYS TO VOLUNTEERING

A Facilitator Guide for delivering a program to support women from migrant and refugee backgrounds into volunteering roles





‘Volunteering makes me feel successful and keeps me physically and mentally active’

FOREWORD

Wellsprings for Women has worked with women from migrant and refugee backgrounds for nearly 30 years and, over this time, has developed a strong appreciation of the skills and capabilities such women bring with them. We are also aware that many barriers exist to enabling women to find ways to apply their skills and contribute to society in the ways they would like to.

The Pathways to Volunteering program has been developed in response to this dichotomy.

Volunteering gives a sense of purpose and allows exploration of options and new directions, and pathways to achieving dreams.

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ACKNOWLEDGMENT OF COUNTRY

Wellsprings for Women acknowledges that it operates on the land of the Bunurong People of the Kulin Nation. We pay respect to elders past, present and emerging. We support the Voice to Parliament, Truth Telling and Treaty. This was, is and will always be Aboriginal land.

INTRODUCTION

This guide is designed to assist a facilitator to deliver the Pathways to Volunteering (P2V) course. Just as every learner brings their knowledge and experiences to the classroom, it is acknowledged that every facilitator will bring their strengths, skills, and style to the delivery of the course. You are encouraged to adapt ideas and activities to suit your presentation style and the needs of the group.

Session planner

The course is approximately 20 hours. It can be delivered as one 3-hour session a week over 7 weeks, or with breaks, over 12 weeks.

Timing

This course is by definition targeted to women who have or are learning English as an additional language (EAL). It is likely that participants will have completed English classes and be familiar with the learning format of EAL classes, although not necessarily with other Australian training formats. Some may have experience of professional training, qualifications and work in their country of origin. Each session has a range of discussion, reading and writing. The timing of activities will depend on your learners and their levels, particularly familiarity with Australian workplaces and with English language and literacy. It is assumed that participants have a variety of family and other commitments making capacity to complete homework limited.

Teaching notes

This facilitator workbook includes the instructions for the presenter. Participants will be expected to take relevant notes and prepare for each session, including their resumé and personal action plan. The course is designed around participants sharing their experiences and exploring their possibilities. The facilitator should encourage participation from all in discussions to maximise opportunities to learn from each other, without pushing participants beyond what they feel comfortable to share or contribute.

Digital literacy

Participants may have limited access to the internet and computers. Where possible, links should be provided for review, however hard copies should also be provided. Links should be checked before the session for suitability and to make sure they are still current.

It is recommended that participants are encouraged to practice digital literacy skills; however, alternative activities can be provided if the internet or computer access is impossible.

If possible, a volunteer from the community or an internally run computer class would prove invaluable in assisting in digital literacy-focused sessions.

Scaffolding

Support from experienced volunteers from similar backgrounds to provide occasional support and monitoring is recommended. It is important to provide support and assistance as well as resources that can be easily accessed.

The following links provide useful advice to support learning of those who are learning English skills.

Side by Side Education Consulting - "I do, we do, you do" - model, guide, observe; observe, practice, apply. https://www.youtube.com/watch?v=QiELN_2c0K0

Scaffolding English Language Learners - <https://www.youtube.com/watch?v=LgLzpu9axqM>



Measuring learner gain

Reflections and check-ins will provide input on participant gain as the program is rolled out. Given the pathways into living in Australia for this participant group are complex in many cases, it cannot be assumed that all participants will seek and secure volunteer roles; some will re-orient towards training and education courses, others will secure adequate paid employment, and some will re-orient to deal with family or personal well-being. It is important to keep track of progress in all these potential pathways/directions.

The course provides opportunities to evaluate progress and gain through:

- Consideration of content – oral, written and from external presenters
- Completion of tasks, both oral and written
- Participation in discussions
- Contribution to information and thought sharing
- Learner reflections

The program is set up for regular reflection and check-in to evaluate progress and re-inspire action.

Guest speakers

External presenters need to be organised as part of the schedule. These need to include a variety of potential volunteer placements across accessible sites and organisations that may be of interest to a diverse group of refugee and migrant women of different ages, cultural backgrounds, family situations and educational backgrounds. These speakers are scheduled for Session 3 and 5 but this can be adjusted according to availability.

You will need to explain the purpose of the program and invite the speaker to discuss volunteering opportunities and processes within their organisation. Encourage speakers to be interactive in their presentations and welcome questions from participants. A speaker from an organisation that co-ordinates the recruitment and training of volunteers for community organisations in your area is also valuable. Let the speakers know if you have facilities for a powerpoint or similar presentation.

Visits to volunteer placement sites may be desirable, and will depend on finding a willing organisation, ease of access and participant familiarity with the location. Such visits have not been included in the program outline.



COURSE OUTLINE

Session 1: WHAT IS VOLUNTEERING

- Get to know other learners to develop a community of trust
- Understand the course content and expectations
- Know the definition of “volunteering” and discuss the potential benefits of volunteering
- Share understanding of how volunteering works
- Benefits of and barriers to volunteering

Resources:

- An assistant facilitator (or at least one participant) with some experience with volunteering or paid employment within Australia, who is willing to share their experiences.

Session 2: PRACTICALITIES OF WORKING AS A VOLUNTEER

- Formal and informal volunteering
- Volunteering opportunities in Australia
- Finding out about opportunities
- Understanding Position Descriptions
- Identifying transferable skills
- Roles and Responsibilities of Volunteers

Resources:

- Guidelines and role descriptions from community service organisations

Session 3: EXTERNAL PRESENTERS AND HOW TO SECURE A VOLUNTEERING ROLE

- Find out about different volunteer roles with external presenters
- Find out about different volunteer roles
- Skills for different roles
- Steps to Gaining a Volunteer Position

Session 4: RESUMÉ WRITING AND INTERVIEW SKILLS WORKSHOP

- Writing your resumé
- Volunteer interviews

Resources: sample resumé’s, sample job descriptions, videos re how to perform well in an interview

Session 5: EXTERNAL PRESENTERS AND PERSONAL ACTION PLANNING

- Find out about different volunteer roles with external presenters
- Reflect on own pathway and develop personal action plan

Session 6: CHECK-IN ON PARTICIPANT PATHWAYS

- Opportunities and Barriers to Volunteering
- Check in on progress on own pathway
- Work Health and Safety and Anti-Discrimination

OPTIONAL BREAK

Session 7: COURSE EVALUATION, PATHWAYS AND CELEBRATION

- Discuss highlights, what worked and what didn’t
- Complete evaluation form
- Ensure everyone has clear pathway
- Certificates of Completion and shared food

SESSION 1

WHAT IS VOLUNTEERING?

Estimated time: 3 hours

Learner Outcomes

- Get to know other learners to develop a community of trust
- Understand the course content and expectations
- Know the definition of “volunteering” and discuss the potential benefits of volunteering
- Share understanding of how volunteering works
- Benefits of and barriers to volunteering

Overview

Invite participants to share their pathways to the program group and where they see volunteering as part of their pathway within Australia.

Story telling to build familiarity with classmates while also eliciting prior knowledge relevant for the course and preparing for next sessions.

Scaffolding

At this level, participants will require occasional support for certain activities, depending on their strengths, e.g. level of literacy or language. This might involve modelling and extra scaffolding activities, such as showing how a hard copy document matches one on a website.

What you need to prepare

- Copies of the course outline
- Ensure one or more participants have some experience with volunteering or paid employment within Australia and are able to share this with the group. Alternatively this could be an assistant facilitator with this experience.

1. Getting to know each other

Ask everyone to tell a story of their pathway into the program group, how did they hear about it, what would they like to achieve in the next few months.

- Ask them to tell you what they expect to learn before looking at the course outline.

2. Volunteering

- Ask participants to discuss the definition of volunteering and the benefits

What is “volunteering” and why would a refugee or migrant woman want to volunteer?

- Write a joint definition on the board and get the participants to copy it.

Volunteering Australia definition is: ‘Volunteering is time willingly given for the common good and without financial gain’ (Definition of Volunteering - Volunteering Australia)



3. Course outline

Is the course content what you expected?

- Hand out copies of the course outline
- Give participants the opportunity to check if this is the right program for them
- Discuss the content of the course – the personal action planning, resumé writing, upcoming external presenters, and opportunities to pursue desired pathways
- Discussion and feedback on this
- Encourage questions

Some possible questions:

- Why did you decide to come to this program?
- What options are you considering – training/education, paid employment, volunteering?
- What is important to you?

4. Share understanding of how volunteering works

Some possible questions:

- What kind of volunteering roles are available, do you think?
- What skills or knowledge do you need?

5. What are the Benefits and Barriers to Volunteering

Some possible questions:

1. What are the benefits of volunteering and what are the down sides?
 2. What are the barriers for refugee and migrant women in taking on volunteering roles?
 3. How do women get over these barriers?
- Some benefits of volunteering/community work to prompt discussion if needed: social connections/ reduce loneliness, build skills and confidence, build networks across the community, deepen understanding of Australian society, assist settlement in Australia, develop sense of belonging, improve mental health and social connections, pathways to employment, all ages welcome, build familiarity with Australian workplace
 - Some barriers to volunteering to prompt discussion if needed: loneliness, lack of digital access and skills (often needed to apply for volunteering positions), visa status, confidence in written or spoken English, parenting responsibilities, transport, settlement pressures

Show one or more of these videos in an appropriate language of migrant and refugee women's experience of volunteering: *Pathways to Volunteering videos*



Migrant Refugee Women



Arabic



Dari
Fahima's Story



English
Patricia's Story



Spanish
Mila's Story



Urdu
Uzma's Story

SESSION 2

PRACTICALITIES OF WORKING AS A VOLUNTEER

Estimated time: 3 hours

- Formal and informal volunteering
- Volunteering opportunities in Australia
- Finding out about opportunities
- Understanding Volunteer Role Descriptions
- Use of transferable skills gained elsewhere
- Your Rights and Responsibilities as a Volunteer
- Preparing for Guest Speakers

Learner Outcomes

- Understand different volunteer roles and jobs
- Gather information about pathways to volunteering, requirements and conditions
- Review role descriptions

What you need to prepare

- Text participants to remind them to attend
- Collate guidelines (e.g. induction manual, rights and responsibilities from host organisation or Volunteering Victoria **1376971192VAVolunteerRightsandchecklist.pdf** (volunteeringaustralia.org) and some example role descriptions from yours or other community service organisations)



1. Formal and informal volunteering

- Formal volunteering means a role within an organisation with a defined role description and agreed times. Invite participants to suggest and discuss some examples of formal volunteering
- Informal volunteering is something you might do to help someone that doesn't take place within an organisation. Invite participants to suggest and discuss some examples of informal volunteering

2. Volunteering opportunities in Australia

- Discuss organisations that have volunteering positions including Neighbourhood Houses /Community Centres, schools, play groups, aged care, hospitals, libraries
 - o Discuss what participants know already about these or other organisations
 - o Provide and discuss examples of volunteer roles

3. Finding out about opportunities

Discuss ways to find volunteering opportunities including:

- Using skills and connections to find positions
- Asking organisations directly
- Internet searches and websites e.g. Seek Volunteer, Volunteer Resource Organisations e.g. South East Volunteers. If possible, show example websites and/or ask participants to find these on their phones

4. Understanding Volunteer Role Descriptions

Explain that there should be a Role Description to outline what tasks each volunteer role involves ie that tells you what you should be doing.

- Review the example role descriptions
- Check understanding and discuss skills needed for each role
- Explain that volunteers should talk to their supervisor if they have any questions about their role and that they will be provided with a role description

5. Identifying Transferable Skills

- Discuss the skills needed for each of the Role Descriptions reviewed
- Discuss the idea of Transferable Skills – how a skill from one experience can be applied to other roles. Discuss life experiences that provide transferable skills including as a mother, managing a household, caring for parents, childhood chores, projects done through education, previous employment
- Work in groups of 2 or 3 to identify skills that each participant has gained elsewhere and how these could be used in volunteer roles
- As a group, write on the board all the skills that participants already have that could be useful in a volunteering role

6. Rights and Responsibilities

- Review the rights & responsibilities policy document/induction manual for the host organisation or the Volunteering Victoria guide: **QR Code below**
Rights-and-Responsibilities-of-Volunteers-PDF.pdf (volunteeringvictoria.org.au)
- Or Volunteering Australia Checklist: **QR Code below**
1376971192VAVolunteerRightsandchecklist.pdf (volunteeringaustralia.org)
- Discuss health and safety policies and other employment conditions that are relevant to volunteers

7. Preparing for guest speakers

You're going to meet some people who place volunteers.

What questions regarding their organisation and the roles would you like to ask them?
Work with your classmates to make a list of questions.

- Try to tease out as many relevant questions as possible

8. Activities to be completed after the session

Invite participants to identify areas of interest for discussion next session.



SESSION 3

EXTERNAL PRESENTERS AND HOW TO SECURE A ROLE

Estimated time: 3 hours

- External presenters
- Skills for different roles
- Steps to Gaining Volunteer Positions

Learner Outcomes

- Learn about available roles and application process
- Compare and evaluate the information provided
- Skills for different roles
- Steps to gaining a volunteer position

What you need to prepare

- Arrange guest speakers from 2 to 3 volunteer-using or placing organisations (this should be done several weeks in advance). Aim to have speakers from different types of organisations / industries to be able to talk about a range of volunteering roles
- Text participants to remind them to attend
- Projector / smart TV for guest presenter(s) if required and print out flyers etc.
- Copies of Personal Action Template for each participant

1. External presenter(s)

- Welcome the presenter(s)
- External presenter(s) to speak on:
 - o Their organisation and available roles
 - o How to apply, what the organisation is looking for
 - o What are the benefits to the organisation in utilising refugee and migrant women as volunteers?
- Facilitate questions after each speaker

2. Skills for different roles

- Discuss how participants can select volunteering roles according to their skills
- Together make a list of the types of skills needed to do the roles discussed by the guest speaker. Encourage participants to identify if they have developed those skills from doing different things or from life experiences
- Skills and experience: "utilise yourself" – notice what needs to be done and offer to help

3. Steps to gaining a volunteer position

Discuss steps including:

- Writing / updating a resumé
- Application processes (e.g. online, in person, cold calling, warm referral)
- Preparing for an interview

4. Introduction to personal action planning

- Introduction to personal action planning template for consideration and discussion in Session 5

SESSION 4

WORKSHOP SESSION: RESUMÉ WRITING AND INTERVIEW SKILLS

Estimated time: 3 hours

- Writing your resumé
- Volunteer interviews

Learner Outcomes

- Understand what to include in a resumé
- Become more familiar with job descriptions to understand how to structure resumés in particular the articulation of transferable skills
- Become more confident with job application and volunteer selection processes in the Australian context
- Understand different pathways into different roles
- Prepare for guest speakers

What you need to prepare

- Example resumé and resumé template
- Check the support videos and ensure you have equipment to share these or ask participants to use their phones using the QR code
- Copies of Infographic: Six Most Common Interview Blunders refer appendix or link: <https://visual.ly/community/infographic/business/six-most-common-interview-blunders>
- Example job descriptions for everyone

1. Writing a resumé

Your resumé shows your qualifications, experience, skills and interests. A well written, strategically targeted resumé helps you stand out amongst applicants. Its key purpose is to get you an interview.

Review the sample resumé

Discuss each section highlighting:

- Details must be accurate and current
- You don't need to include your age
- Include your qualifications (even if they are not recognised in Australia)
- Identify and explore your soft skills and hard skills
- Social skills include teamwork, active listening, respectful and positive attitude
- Organisation skills include ability to manage many tasks and time management. Self-management (e.g. being on time) shows commitment to your job
- Personal skills include dedication, loyalty and enthusiasm
- Leadership skills include: knowing how to work with and inspire others, public speaking, self-confidence and open mindedness

Working in pairs and with facilitator support, ask the participants to fill in the resumé template.

2. Job analysis and interview preparation

Invite participants to discuss what they understand as the purpose of an interview. This should include:

- An opportunity for a volunteer manager to find out about you
- To check if you have the skills needed for the task or to match your skills to a volunteer role
- To check if you will 'fit in' at the workplace eg you are professional, polite, interested and that your values align with the organisation's values.

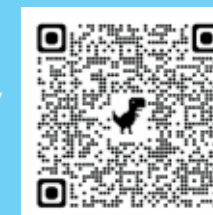
Volunteer interviews may be a little less formal than a job interview but it is still important that you present yourself as interested in the role and the organisation. They are a great opportunity to practice interview skills for when you apply for a paid job.

Discuss how to behave and things to do in an interview to help you gain the position.

Watch the video, 30 Seconds to Impress

Stop the video before the interviewer gives her feedback and discuss which applicant would be most likely to get the job. Discuss the mistakes made by other applicants.

Use this link <https://www.youtube.com/watch?v=HVK-xbdddhA> or the QR code to watch the video on your smartphone.



Ask each participant to choose a job description that interests them. In pairs ask participants to:

- Identify the skills required to meet the job description, and workshop with their partner how to write these down and express them in an interview
- Take turns to role play the volunteer job interview with their partner.

Ask for volunteers to role-play a job interview to the group with the facilitator as the interviewer. As a group reflect and de-brief after each role play.



SESSION 5

EXTERNAL PRESENTERS AND PERSONAL ACTION PLANNING

Estimated time: 3 hours

Learner Outcomes

- Find out about different volunteer roles
- Reflect on own pathway and develop personal action plan.

What you need to prepare

- Arrange guest speakers from 2 to 3 volunteer-using or placing organisations (this should be done several weeks in advance). Aim to have speakers from different types of organisations/industries to be able to talk about a range of volunteering roles.
- Text participants to remind them to attend
- Projector/smart TV for guest presenters if required and print out flyers etc.
- Hard copies of personal action planning template in case required.

1. Reflection

- Check-in and reflection on progress so far
- Preparation for guest presenters – questions to be asked, possible roles to explore.

2. Guest presenters

- Welcome the presenters
- External presenters to speak on:
 - o Their organisation and available roles
 - o How to apply, what the organisation is looking for
 - o What are the benefits to the organisation in utilising refugee and migrant women as volunteers?
- Facilitate questions after each speaker.

3. Personal action planning

- Re-share personal action planning template
- Invite discussion on responses to presenter – thoughts on what volunteer opportunities participants might follow up from all organisations or ideas they have heard so far
- Working individually or in pairs and with facilitator support, ask participants to begin completing the Personal Action Plan.

SESSION 6

CHECK-IN ON PARTICIPANT PATHWAYS

Estimated time: 3 hours

Learner Outcomes

- Understand opportunities and barriers for own and others' pathways
- Share ideas for dealing with barriers in your life and in organisations
- Learn about Workplace Health and Safety including bullying and discrimination.

What you need to prepare

- Notes from previous sessions
- Example health & safety, anti-bullying & harassment, anti-discrimination policies (this could be of the host/training organisation).

1. Opportunities and Barriers to volunteering

- Ask participants to reflect on the opportunities they have heard about and which ones they are interested in
- As a group, reflect on social, cultural and other barriers or issues that refugee & migrant women need to be ready to deal with
- Work in pairs or small groups. Discuss experiences in dealing with barriers, and identify at least one major action you will take before the final session.

2. Check-in on progress on own pathway

- Start in pairs then report back to the group on progress on personal pathway action planning
- Discuss ways to address any issues raised
- If needed, provide time for participants to continue or update their Personal Action Plan

3. Work Health and Safety and anti-discrimination in Australia

- Watch the video on health and safety in the workplace:
<https://youtu.be/EclfaNn1JoY>
- Discuss the video and the types of hazards and risks to health and safety that exist in other workplaces e.g. an office, childcare, shop
- Explain that every workplace needs to explain health and safety risks and procedures before any volunteer or employee starts their role
- If you don't feel safe, ask for guidance
- If you still don't feel safe, you can (and should) say 'no' to doing a task
- Each volunteer using organisation should have public liability insurance that includes cover for volunteers and some may have Volunteer Insurance
- Everybody is responsible for safety in a workplace. If you see something you think is unsafe, you should report it to your supervisor
- Select the most relevant sections of the policies and read through these. Discuss to ensure understanding.



Discuss with participants if they would like to have a break between session 6 and 7 to allow time to follow up on their personal action plan and take steps to secure a volunteering or other role in line with desired pathway.

SESSION 7

COURSE EVALUATION, PATHWAYS AND CELEBRATION

Estimated time: 3 hours

Learner Outcomes

- Discuss the highlights and challenges of the course
- Complete the evaluation form
- Plan next steps and pathways - identify changes made since commencement and share information with each other on sources of support or resources
- Certificates and celebration.

What you need to prepare

- Certificates of participation for your learners
- Copies of notes/course resources for review if required.

1. Highlights and challenges

Share observations, findings and impressions with your classmates

- Ask learners to answer the questions in groups or as a whole class activity
- Ask learners to work in groups, reminisce, and remember all the highlights and challenges
- Listen and help them formulate their thoughts and opinions of the course.

2. Course evaluation

Distribute and ask participants to complete course evaluation form, refer Appendix. Some participants may need help with this. Encourage participants to be honest and that saying where/how they think it wasn't good or could be better will help us improve the program for next time it is run.

3. Discuss next steps as a group

You will have a fairly good idea of participant plans and next steps by now.

- Discuss what volunteering opportunities have been taken up by participants
- Provide a list of local community organisations which provide career advice or pathway services, e.g., local library or council, TAFE. (Noting that some visa-holders are not eligible for some services)
- Discuss internal pathways for those who do not feel ready for accredited training
- Discuss external pathways options: further English classes, employment skills, etc.
- Talk about local employment services providers, labour hire agencies and remind them about free job search assistance offered by not-for-profit community programs and organisations (dependent on external presenters you involved in the program).

How can you use what you have learned?

- Ask learners to work in groups and discuss how they can use what they have learned from the course. They have already mentioned it in the evaluation activities so they could build on that
- Help by giving some examples, e.g., using new technology skills in further study, using communication skills in everyday life and looking for work.

4. Next steps and pathways

What are you planning to do next?

- Ask learners to write down some concrete steps they are going to take towards getting a volunteer role or further study and employment in the next few weeks; then, where do they see themselves in the next 6 months, 2 years.

5. Certificates and celebration

- Present learners with a certificate of participation.



SAMPLE VOLUNTEER RIGHTS AND RESPONSIBILITIES

As a volunteer you have the right to:

- information about the organisation for which you are volunteering
- a clearly written role description
- know to whom you are accountable
- be recognised as a valued team member
- be supported and supervised in your role
- a healthy and safe working environment
- be covered by insurance
- say no if you feel you are being exploited
- be reimbursed for pre-approved out-of-pocket expenses
- be advised of the organisation's travel reimbursement policy
- be informed and consulted on matters which directly or indirectly affect you and your work (save for issues that may contravene privacy regulations)
- be made aware of the grievance procedure within the organisation
- orientation and training.

As a volunteer you need to:

- be reliable and committed to the organisation
- respect and abide by our signed confidentiality agreement
- have regular debriefing
- carry out the specified role description
- be accountable
- undertake training as requested
- ask for support when you need it
- give notice before you leave the organisation
- value and support other members of the organisation
- abide by the organisation's policies and procedures.



PERSONAL ACTION PLAN – TEMPLATE

Personal Action Plan for: _____

Today's date: _____

My needs and goals

What makes me happy and satisfied?

What do I like doing?

What are my goals for the next few months?

My knowledge and skills

What do I know about?

What am I good at?

What transferable skills do I have?

What is stopping me?

What are my difficulties or barriers?

How will I deal with these?

Who can help me with this?

My next steps

What will I do before we get back together as a group?

SAMPLE ROLE DESCRIPTION – TUTOR SUPPORT

| | |
|--|--|
| Responsible to | The relevant tutor for day to day class management and tutor support Volunteers Manager for all other matters concerning volunteering. |
| Purpose | To assist the tutor in running classes and to help foster a welcoming atmosphere. |
| Responsibilities | <ul style="list-style-type: none"> • Abide by the Policies & Procedures • Complete training as required • Responsible for general housekeeping duties when required. |
| Time Commitment | <ul style="list-style-type: none"> • Orientation and training sessions as required • One morning or afternoon per week (class time) or as negotiated with Volunteer Manager. |
| Skills/Personal Attributes Required | <ul style="list-style-type: none"> • Ability to obtain and maintain a current National Police Records Check and Working with Children Check, and International Police Check (where relevant) • Good communication and interpersonal skills • Punctual and reliable • Desire to work with women from various cultures, needs and abilities • Maintain privacy and confidentiality of all parties at all times • Experience in teaching or tutoring (desirable) • Knowledge of relevant subject area and ability to share this. |
| Duties | <ul style="list-style-type: none"> • Assist the tutor by working with individuals or small groups to support class participants with the relevant subject as directed by the tutor • Translating where able/necessary • Other learning tasks as specified by the tutor • Photocopying and laminating • Setting up room and tidying room before and after class • Foster a welcoming atmosphere • Confidentially advising a staff member if you have any concerns for the wellbeing of a participant |

Training/Support

- Induction
- Child Safeguarding Training
- Privacy Training
- Compulsory Volunteer Training as advised
- Regular Support and Debriefing and Supervision sessions with Volunteer Manager or assigned staff member.

Benefits

- Access to one free training program
- Reference after qualifying period (6 months)
- Personal reward and satisfaction from working in an environment that is of benefit to the community
- Opportunity to meet people and make new friends
- Invitation to attend volunteer recognition and celebration events
- Invitation to enrol in a program of your choice free of charge.

Occupational Health and Safety

- Volunteers must actively participate in the identification, reduction and reporting of potential hazards, or safety issues in the workplace
- Volunteers must follow and actively promote safety and safe work practices to other volunteers, staff and users of the centre.

Related documentation for Reference

- Access to policies relevant to volunteers.

Other points pertinent to the role:

- Volunteers are required to work within the guidelines of this description and to comply with the conditions of all volunteer policies. This includes but is not limited to those mentioned above
- Registered volunteers are covered by Personal Accident Insurance.

Volunteer's Signature _____

Volunteer's Printed Name _____

Volunteer Manager's Signature _____

Date _____

SIMPLE RESUMÉ TEMPLATE - SAMPLE

Name: _____

Address: _____

Contact Number: _____

Email Address: _____

Employment History

Date: _____

Position: _____

Company: _____

Responsibilities:

- Responsibility: _____
- Responsibility: _____
- Responsibility: _____

Previous Employment History (Include relevant employment/volunteering focusing on last 10 years)

Date: _____

Position: _____

Company: _____

Education

Year completed: _____

Course: _____

Institution: _____

Licences / Certificate

- e.g. Full Victorian Driver's Licence
- e.g. First Aid
- e.g. RSA Certificate
- e.g. Forklift License

Referees (Try to include 2 x referees)

Name of referee: _____

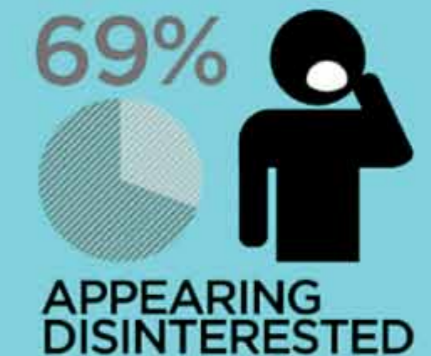
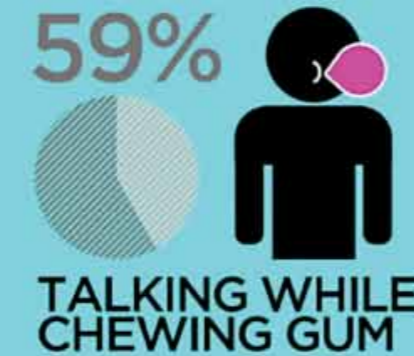
Position: _____

Company: _____

INTERVIEW BLUNDERS

SIX MOST COMMON INTERVIEW BLUNDERS

IF YOU HAVE EVER HAD TO TELL YOURSELF "I CAN'T BELIEVE THEY JUST DID THAT!" YOU'RE NOT ALONE. HERE ARE THE NUMBERS ON THE MOST COMMON MISTAKES AND HOW MANY HR MANAGERS HAVE ENCOUNTERED THEM DURING INTERVIEWS!



SOURCES: CAREERBUILDER.COM

tribehr

PROGRAM EVALUATION FORM

Name (optional): _____

What did you like about this program?

What did you find most useful?

What didn't you like about this program?

Did this program meet your expectations?

- Excellent
- Very good
- Satisfactory

Were you satisfied with time and duration of the program?

- Excellent
- Very good
- Fair

Contribution to learning. How well did this program improve your self-confidence?

- Excellent
- Very good
- Satisfactory
- Fair

Contribution to learning. How did this program improve your Knowledge about volunteering?

- Excellent
- Very good
- Satisfactory

Contribution to learning. How well did this program improve your skills in setting your goals and pathway?

- Excellent
- Very good
- Fair

Contribution to learning. How well did this program improve your resumé and interview skills?

- Excellent
- Very good
- Satisfactory
- Fair

Facilitator effectively engaged with all students, supported learning and, used time effectively

How can the program be improved?

ACKNOWLEDGEMENTS

The 20-hour pre-accredited Pathways to Volunteering for Refugee and Migrant Women was developed and piloted in 2022-2023 by Wellsprings for Women with funding from the Victorian Government Department of Families Fairness & Housing (DFFH) Volunteering Grants.

The WFW project team consisted of:

Dalal Smiley – Chief Executive Officer, Wellsprings for Women

Robyn Erwin – General Manager, Wellsprings for Women

Amina Rezayiee – Project Officer, Wellsprings for Women

Cath Smith - External Facilitator and Consultant

The project team worked in partnership with an inspiring co-design group of ten refugee and migrant women:

Fahima Safi

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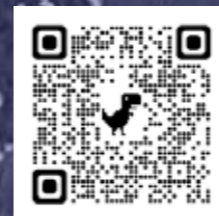
Tamara Penaloza

Mahjabeen Azim

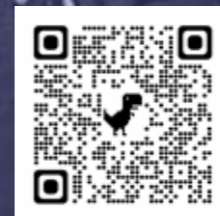
South East Volunteers also provided support and advice throughout the project development and pilot.



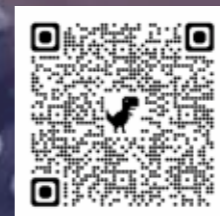
Volunteering enriches
our social relationships
and enhances our
networking skills and
leadership skills



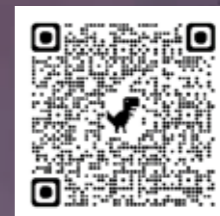
Side by Side
Education Consulting



Scaffolding English
Language Learners



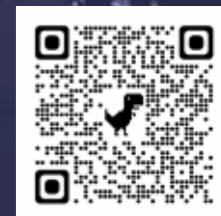
A Volunteer Rights
and checklist.pdf
volunteeringaustralia.org



Rights and
Responsibilities of
Volunteers.pdf
volunteeringvictoria.org.au



Video - Job Interview
30 Seconds to
Impress



Video on health
and safety in the
workplace



Migrant Refugee
Women



Arabic



Dari
Fahima's Story



English
Patricia's Story



Spanish
Mila's Story



Urdu
Uzma's Story