



It Takes a Village to Teach: Volunteers in the ABE Classroom

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Objectives

- See volunteer tasks as solutions to classroom challenges (real-life examples)
- Discuss all the tasks volunteers can do
- Generate tasks volunteers can do in your specific setting
- Get on the volunteer bandwagon!





<https://youtu.be/ZUAjSmcw56k?si=rQgzFH7CZXarUAqZ>

Pause and Reflect

Reflect on current use of volunteers

- What roles do they play?**
- How do they support the program?**
- What have you been able to offer to learners because of the work that volunteers do?**







My teacher's name is Ann.

She is from the United States.

I think that Ann is generous because she teaches at the school on Wednesdays as a volunteer.

I think Ann is helpful because she sits with students and helps them speak and write English.

Ann is an amazing very good teacher.

Pause and Reflect

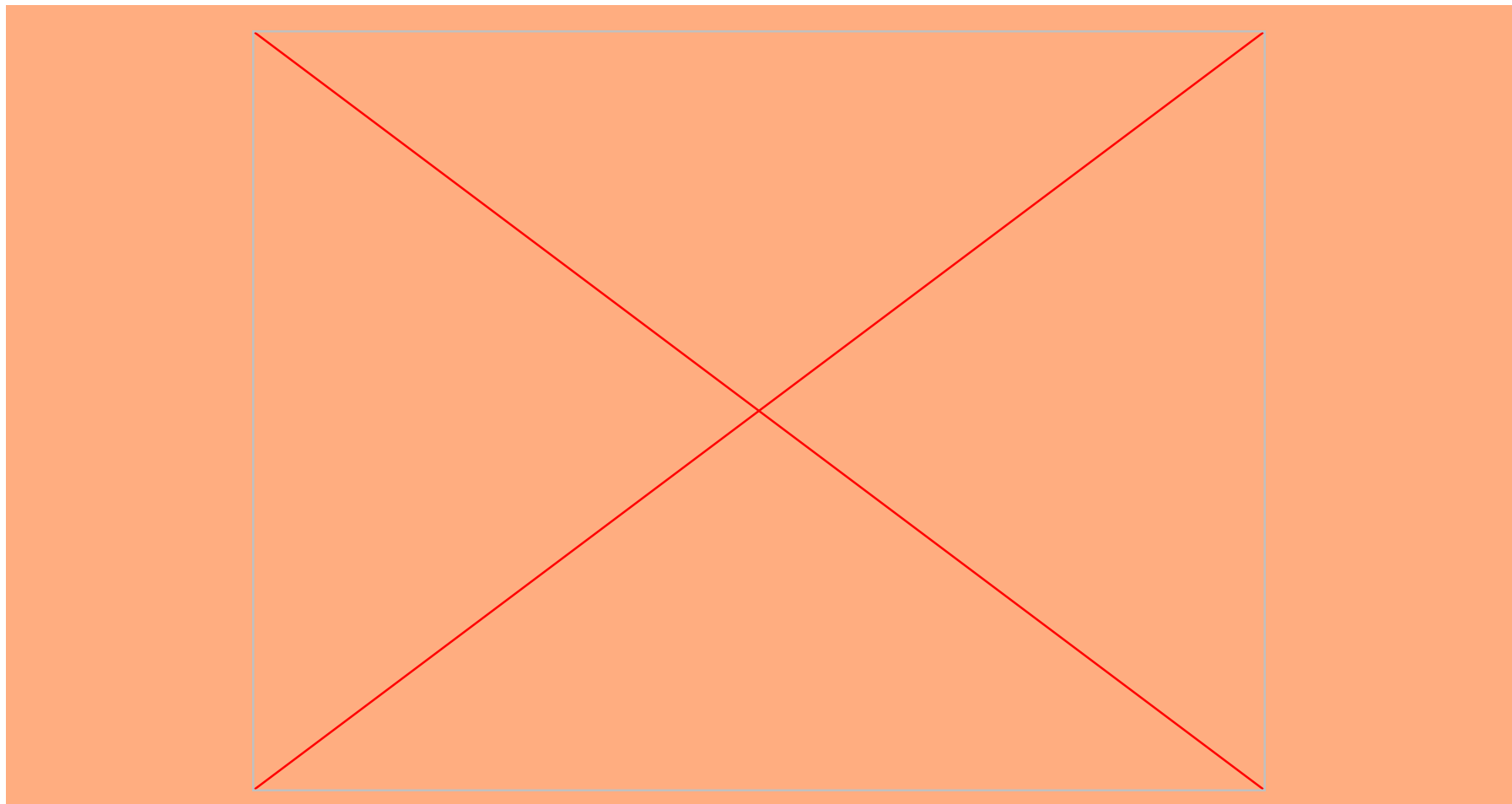
What are some learning challenges that you/your learners currently have in your teaching and/or learning?



Challenge: Multi-level Class

- Work with small groups of learners on a routine task





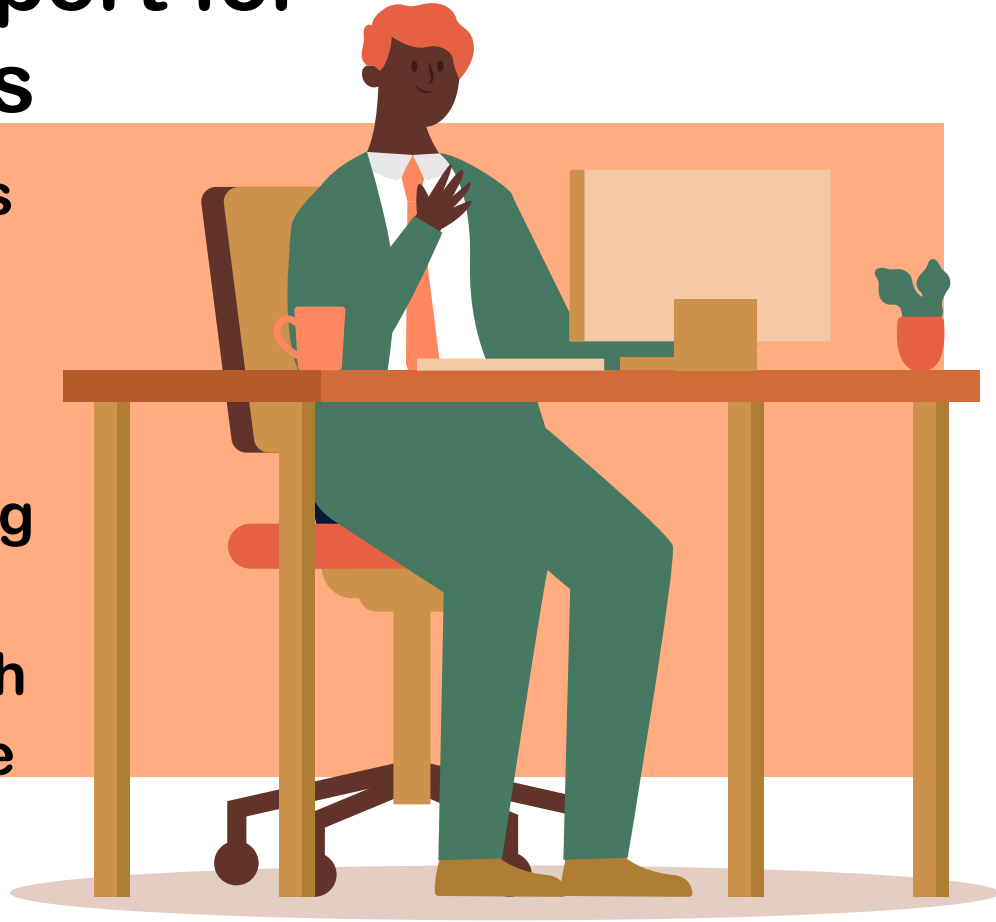
"Routines are the backbone of daily classroom life. They facilitate teaching and learning.... Routines don't just make your life easier, they save valuable classroom time. And what's most important, efficient routines make it easier for students to learn and achieve more."

—Learning to Teach...not just for beginners by Linda Shalaway



Recommended Support for Developing Routines

- Give in-depth instructions the first time, and model with the whole class
- Have the volunteer shadow you when working with students
- Provide the volunteer with set prompts to encourage learners to figure it out themselves



Pause and Reflect

What routines do you currently have in your teaching that you could train a volunteer to lead?

If not, how could you establish some?



Challenge: Not Enough Emergency Subs

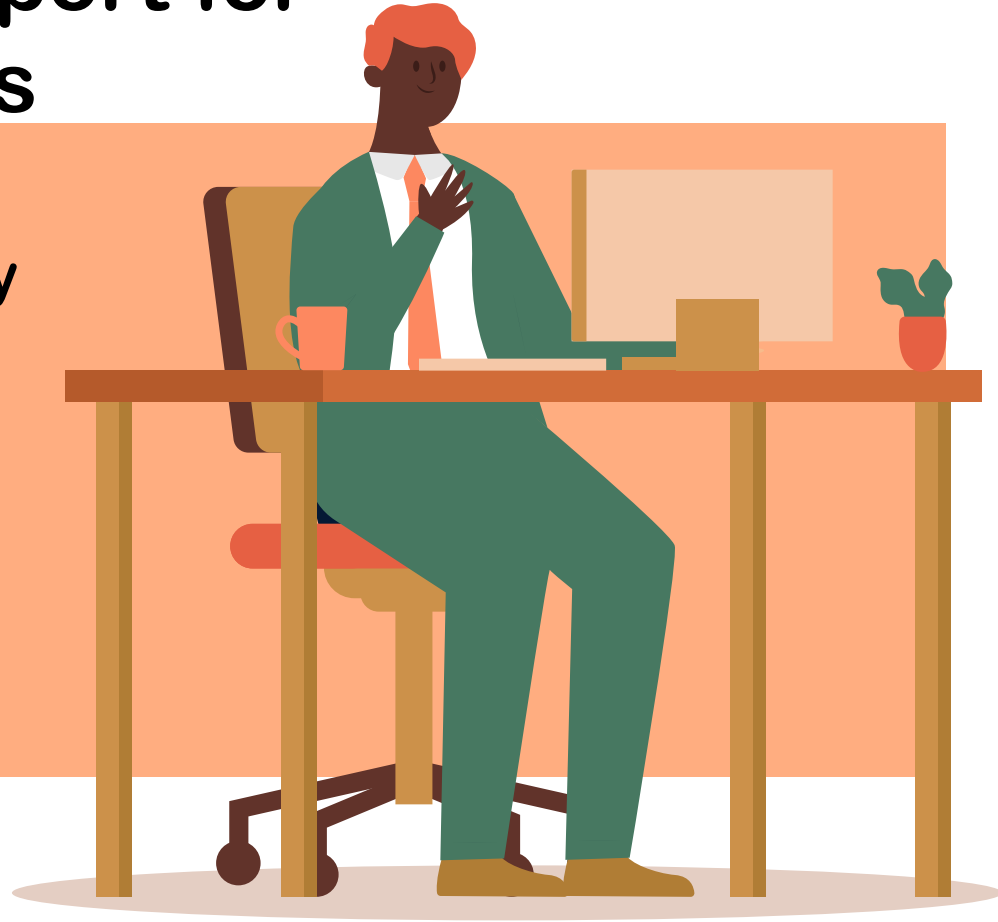
- Volunteers can learn to gradually take over routines and independently lead the class if needed
 - Know the site
 - Know the levels and materials
 - Know the learners
 - Know the routines





Recommended Support for Developing Routines

- Give volunteers opportunities to gradually take on more responsibilities in the classroom
- Have an emergency sub plan ready to go - the simpler, the better!



Pause and Reflect

**Do you currently have
volunteers who could take
over in an emergency?
If not, how could you
engage some?**



Challenge: High Need for One-On-One Help

- Volunteers float around and prompt learners and give additional support
- Online, volunteers go into breakout rooms with learners to help out on specific tasks
- Pull-outs to work on specific goals (phonics, citizenship, etc.)

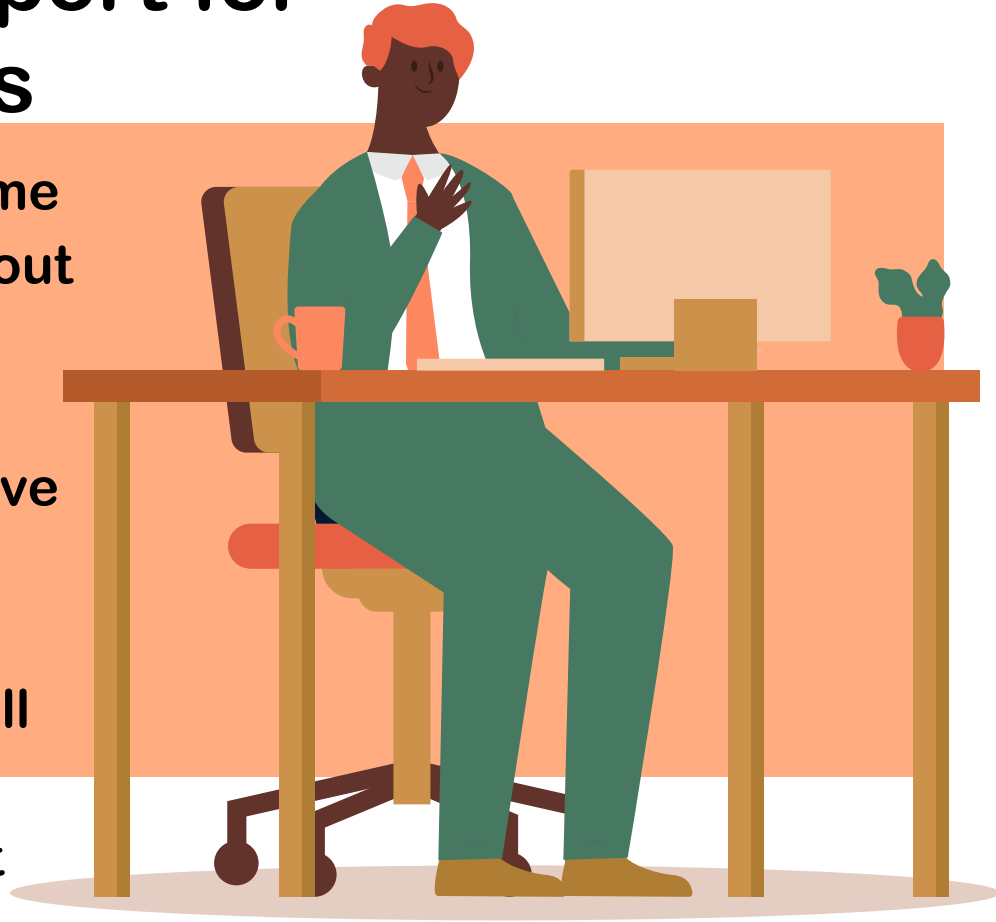






Recommended Support for Developing Routines

- Have volunteers use the same activities each week; swap out the reading/grammar/vocab
- Provide 2-3 options for warm-ups and wrap-ups, have the volunteer select their favorite to use
- Remind volunteers that it will take multiple classes for things to go smoothly- don't give up!



Pause and Reflect

Do you have learners with individual needs that volunteers could help with?

How can you prepare volunteers to work with and support those learners?



Challenge: Learners need extra speaking and listening practice

- Volunteers can be another voice for dialogues and reading
- Have volunteers become virtual penpals outside of class using WhatsApp or Marco Polo
- Engage higher level learners to support beginners



1. Talk about a holiday or celebration that happens in winter.
2. Talk about a holiday or celebration in which people give gifts.
3. Talk about a special food that people eat during a holiday or celebration.
4. Talk about a holiday memory from your childhood.
5. Talk about a special activity that you do for a holiday.
6. Did you start celebrating any new or different holidays when you moved to the U.S.?
7. How do you think people can continue some of their holiday traditions during COVID-19?

Share your screen

Share your screen

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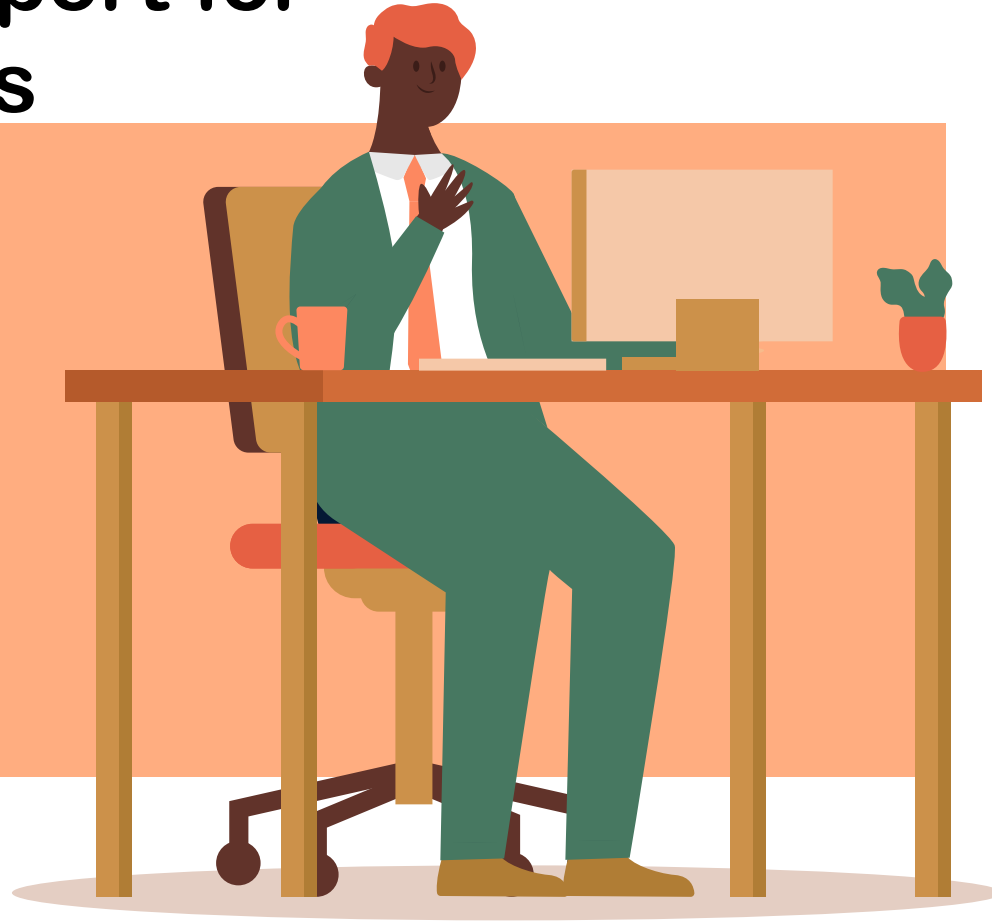
Share your screen

Share your screen



Recommended Support for Developing Routines

- Give volunteers a weekly/monthly topic that connects to what learners are studying in class
- Provide a short list of questions that the learners will understand that can be used as prompts
- Set clear expectations around the frequency of contact



Pause and Reflect

**What messaging platforms
could learners use to
communicate with
volunteers?**

**How can you support
volunteers in this work?**



Volunteer Task List

1. Read through the tasks from the link provided in the following QR code.
2. What tasks would you find helpful?
3. Are there additional tasks volunteers could help with?
4. How would you modify for your specific teaching situation?





Practical Advice



- Reassure volunteers that they don't have to know everything; they just have to be willing to give it a try. It's a learning process and they can fine tune what they are doing as they go.
- Maintain open lines of communication between all parties involved: volunteers, teachers, and students.
- Use best teaching practices. Tell the volunteers the why behind routines, and the specific activities that they are using.

Volunteer Resources

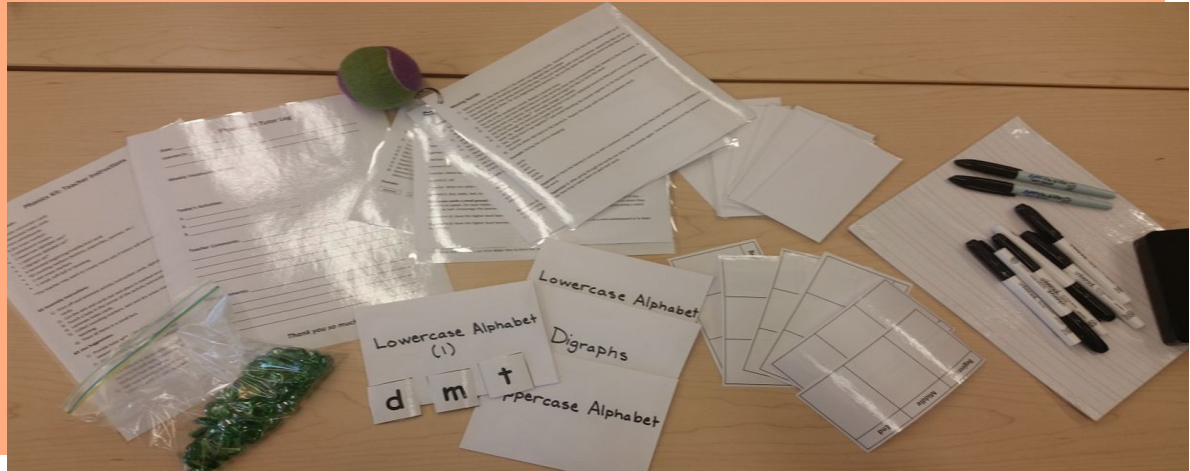
- Instructional Support Kits
- Tutor Tips
- Teacher Training Toolkit
- Remote Tutoring Resources
- Live and Recorded Webinars



Instructional Support Kits

- Phonics and Phonemic Awareness
- Pronunciation
- Reading
- Speaking and Listening
- Citizenship

<https://www.literacymn.org/esl-instructional-support-kits>



Tutor Tips

ACTIVITY
TUTOR TIP

Where's the Sound?

March 2021

Audience: Adults **Topic:** Phonics, Spelling **Level:** Beginning, Pre-Beginning

Purpose: This activity focuses on phoneme isolation and helps learners to listen for where sounds occur in a word. This strengthens their ability to spell a word through sounding it out.

Preparation Time: 5 minutes

Materials Needed: beginning/middle/end cards, counting markers

Procedure:

- 1 Prepare a list of words from the week's vocabulary that have a specific sound in common. The sound can be located in the beginning, middle, or end of the words (supplement with words from past lessons or words that you know the learner/s are familiar with).



<https://www.literacymn.org/educator-resources>

Teacher Training Toolkit

1. Checking Comprehension
2. Error Correction and Feedback
3. Teacher Talk
4. Giving Instructions



<https://www.literacymn.org/teacher-training-toolkit>

Remote Tutoring Resources

1. Checklists for Zoom, Google Meet and WhatsApp
2. Video Guides for Zoom, Google Meet and WhatsApp
3. Zoom Guides for Learners
4. Onboarding Email Templates
5. Lesson Plans and Materials

<https://www.literacymn.org/remote-tutoring-resources>

 INSTRUCTIONAL KIT

 LESSON PLAN

 TUTOR TIP

 VIDEO

Remote Tutoring Resources

Digital Platform Guides
for Tutors, Teachers
and Learners

VIEW NOW

Synchronous and Asynchronous Trainings

VOLUNTEER TRAININGS

Get ready to volunteer!

VOLUNTEER FOUNDATIONS TRAINING

Webinar Trainings

Video & Canvas LMS Trainings

APPLY

<https://www.literacymn.org/volunteer-trainings>

Wrap Up

Reflect on future use of volunteers:

What are additional ways that your program can begin to use volunteers?

What routines will you focus on?

