Hub Leader Resource Kit- Volunteering in Community Hubs

Dear Hub Leader,

We have developed this resource kit to support you with your Community Hub helpers, volunteers and/or volunteer program.

The content has been developed specifically for Community Hub settings and is based on best practice as outlined by Volunteering Australia, legal requirements and responsibilities for volunteers, and research undertaken with Hub Leaders and Hub Volunteers.

We suggest you work through the enclosed documents with your school or host organisation, to determine what is already in place for volunteers, what needs to be developed and who will be responsible for various aspects of the volunteer program and volunteer management.

Please note that for ease of reference, when we refer to ‘volunteers’ in this resource kit this includes both ‘helpers’ and ‘volunteers’. Regardless of the frequency or nature of their work, there are responsibilities and obligations to anyone who provides unpaid assistance to an organisation.

Whilst we provide the enclosed materials to assist you with developing your volunteer program, for specific enquiries please speak with the appropriate professionals within your school or host organisation, your state/territory peak volunteering body or other suitably qualified professionals.

We wish you all the best in working with your local communities.

Yours sincerely,

Hub Support Coordinator

**Why volunteer programs work well in Community Hubs**

Volunteers often play an important role in Community Hub settings, with many benefits reported by both Hub Leaders and volunteers. Whilst not all Hub Leaders work with volunteers, the majority have at least one parent, student and/or community member who provide unpaid assistance with activities and programs, such as breakfasts, gardening, English classes and playgroups.

Examples of benefits include:

* Hub Leaders often feel volunteers provide them with a better understanding of their local community and help to reduce their workload;
* Many volunteers initially work at the Hub to feel part of the school/ Hub community and to meet new people. Subsequently they often find that, in addition to social connection, the experience also provides them with a range of other benefits from skill development and opportunities to study, through to improved English and increased confidence; and
* More broadly, Hub volunteers often represent the diversity of the local community and include people from a range of cultural and linguistic backgrounds.

Please note that volunteers do not replace the role of paid workers. Hub Leaders generally report they provide an equally valuable, but very different, contribution to the Community Hub. When defining the practice, Volunteering Australia also notes that *‘Volunteering is not a substitute for paid work’[[1]](#footnote-1)*

**Why plan your work with volunteers**

It is important that you plan your work with volunteers in consultation with your school or host organisation. This will help to ensure that your legal and ethical responsibilities to volunteers are consistently met, and the roles of everyone involved are clear.

We recommend that you:

* Systematically work through this resource kit with a senior representative from your school or host organisation, such as the School Principal or a nominated volunteer program manager;
* Direct any questions to appropriate professionals within your school or host organisation, your state/territory peak volunteering body or another suitably qualified professional; and
* Undertake volunteer management training and ongoing professional development for this complex and specialised role.

**The Hub Leader resource kit**

We have aimed to provide you with several documents to support your work with volunteers. As outlined above however, we also recommend you work closely with your school/ host organisation, ask questions of specialist professionals and undertake training in volunteer management.

This resource kit includes the following

1. Volunteer Program Checklist to complete with your school or host organisation. This will provide you with a broad overview of the volunteer process including the key stages of preparation, recruitment and induction, managing volunteers and continuous improvement. Use this document as a *Quick Reference Guide* and in your discussions with your school or host organisation.
2. Volunteer Program Reference Guide. Use this document in conjunction with the Volunteer Program Checklist (above). It will provide you with further information about why each stage is important, including reference documents and websites.
3. Position descriptions- We have provided you with a template that you can complete for your Hub volunteer positions. There are also three example position descriptions enclosed for common Community Hub volunteer roles e.g. playgroup, teaching English and child minding.

**VOLUNTEER PROGRAM CHECKLIST to complete with your school or host organisation**

This checklist will provide you with the key stages for a Community Hub volunteer program. Work through each of the detailed steps with your school/host organisation, in conjunction with the more detailed Volunteer Program Reference Guide (enclosed in this resource kit). We recommend you complete this checklist before committing to a volunteer program; you can also use this checklist to refine an established volunteer program.

**Stage 1- Preparing for volunteers**



| **Preparing for volunteers** | **Some key steps** | **Is this in place?** | **Notes:** |
| --- | --- | --- | --- |
| **Preliminary work for volunteers** | Before engaging volunteers at your Hub, learn as much as you can about volunteer management. Have discussions with your school/ host organisation to ensure they support the idea and to coordinate the planning and delivery of the volunteer program. | ☐ Yes ☐ No |  |
| **Hub Leader volunteer training** | Ideally attend volunteer management training before you engage helpers and/or volunteers, and continue with professional development opportunities. | ☐ Yes ☐ No |  |
| **Volunteer policy and procedures** | Prior to commencing your Hub volunteer program, work with relevant professionals in your school or host organisation, to identify and/or develop the policies and procedures. | ☐ Yes ☐ No |  |
| **Roles and position descriptions** | Work with your school or host organisation to define volunteer roles and to develop position descriptions, before engaging volunteers. After you appoint a volunteer to a position, work with them to refine the role and position description together | ☐ Yes ☐ No |  |

**Stage 2– Recruiting and inducting volunteers**



| **Recruiting and inducting** | **Some key steps** | **Is this in place?** | **Notes:** |
| --- | --- | --- | --- |
| **Recruiting volunteers** | Ensure you develop recruitment processes for Hub volunteers, as there are legal requirements. Work with your school/ host organisation to ensure a coordinated approach to volunteer recruitment | ☐ Yes ☐ No |  |
| **The selection of**  **volunteers** | Undertake a multi-staged selection process for your volunteers, as this helps to ensure you select the right person for the right role. This helps to avoid difficulties in the future for both yourself and your volunteers | ☐ Yes ☐ No |  |
| **Pre-screening of selected volunteers** | Make sure you undertake the required pre-screening of volunteers, such as Working with Children Checks and Police Checks, before they commence work within your Community Hub | ☐ Yes ☐ No |  |

**Stage 3– Managing and developing volunteers**



| **Recruiting and inducting** | **Some key steps** | **Is this in place?** | **Notes:** |
| --- | --- | --- | --- |
| **Volunteer training and development** | When you recruit and select volunteers for Hub roles, work with them to plan training and development for their role. Also network with other Hub Leaders and other community/ volunteer networks to determine other training and development opportunities for your volunteers | ☐ Yes ☐ No |  |
| **Volunteer workplace health and safety** | Make sure you have the required Workplace Health and Safety (WHS) systems in place for Hub volunteers to comply with legislation. Ensure you provide Hub volunteers with WHS training and highlight the importance of health and safety during everyday work practices | ☐ Yes ☐ No |  |
| **Volunteer support and supervision** | Ensure you provide volunteers with ongoing support and supervision for their Hub roles. Volunteers have identified this as a particularly important aspect of their work for the Community Hubs | ☐ Yes ☐ No |  |
| **Recognition of volunteers** | It is essential that you recognise the contributions of your Hub volunteers on a regular basis, as well as organising more formal celebration events such as National Volunteer Day | ☐ Yes ☐ No |  |

**Stage 4– Continuous improvement of volunteer programs**



| **Continuous improvement** | **Some key steps** | **Is this in place?** | **Notes:** |
| --- | --- | --- | --- |
| **Reviewing and refining your volunteer program** | Work with your Hub volunteers and stakeholders to review your Hub volunteer program, and to make ongoing improvements | ☐ Yes ☐ No |  |
| **Reviewing systems and documents** | It is essential that you work with school/ host organisation to ensure your Hub volunteer program documents and systems continue to meet legislative requirements. | ☐ Yes ☐ No |  |

**VOLUNTEER PROGRAM REFERENCE GUIDE**

This guide summarises some of the key stages and steps for Community Hub volunteer programs. We suggest you use this guide in your initial investigations into volunteering and also in your discussions with your school and/or host organisation (in conjunction with the ‘Volunteer Checklist’). For comprehensive information regarding volunteer programs and best practice volunteer management, please refer to Volunteering Australia ([www.volunteeringaustralia.org](http://www.volunteeringaustralia.org)). Note that Volunteering Australia’s new [National Stndards for Involving Volunteers](http://www.volunteeringaustralia.org/policy-and-best-practise/national-standards-and-supporting-material/) will soon be supported by comprehensive implementation resources.

| **Stage 1. Preparing for volunteers** | **Why these steps are important** | **Things to do and further information** |
| --- | --- | --- |
| **Preliminary work for volunteers** | Managing volunteer programs requires specialist skills and knowledge. Before you engage helpers/volunteers at your Community Hub, it is important you have a good understanding of what is involved in delivering a successful program.  The first step in the process is to ensure your school or host organisation supports the idea of having Hub volunteers. Work with them to discuss what they currently have in place for volunteers and to coordinate volunteer policies, administration processes, inductions, recruitment and training.  Planning the Hub volunteer program increases the quality of the outcomes for everyone involved. | **Before engaging volunteers at your Hub, learn as much as you can about volunteer management. Have discussions with your school/ host organisation to ensure they support the idea and to coordinate the planning and delivery of the volunteer program.**   1. As an initial step read the materials in this Hub Leader resource kit. 2. Learn as much as you can about volunteering through [Volunteering Australia](http://www.volunteeringaustralia.org.au), your [state/territory peak body.](http://www.volunteeringaustralia.org/contact-us/stateterritory-peak-bodies/) by speaking to experienced Hub Leaders and/or attending training (see below). 3. Speak with your school or host organisation about a Hub volunteer program and work through this resource kit with them. 4. Develop your objectives and a plan for your Hub volunteer program before engaging volunteers. |
| **Hub Leader volunteer training** | If you are going to work with volunteers, it is important you have training in volunteer management. Working with volunteers requires specialist skills and knowledge.  Volunteering Australia notes best practice includes *‘volunteer management by capable personnel’*. In addition to this, most Hub Leaders believed training in volunteer management would be useful to them[[2]](#footnote-2). | **Ideally attend volunteer management training before you engage helpers and/or volunteers, and continue with professional development opportunities.**   1. Investigate formal volunteer management training opportunities; contact your [state/territory peak body](http://www.volunteeringaustralia.org/contact-us/stateterritory-peak-bodies/) to discuss training. 2. Learn from the experiences of other Community Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) 3. Join volunteer networks and associations, so that you are aware of professional development opportunities.   For best practice in *‘Leadership & Management’* for volunteers, read section one of Volunteering Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf) |
| **Stage 1. Preparing for volunteers** | **Why these steps are important** | **Things to do and further information** |
| **Volunteer policy and procedures** | It is essential to have policies and procedures to underpin your volunteer program. This will help to ensure risk management and legal requirements for volunteers are in place, and that you have agreement with your school/ host organisation about volunteer management practices.  Volunteering Australia notes best practice for volunteer programs include *‘volunteer policies and procedures’.* A very experienced Hub Leader noted that *“It is important to make sure that you have processes and documentation in place for volunteers. The duty of care to volunteers is the same as to paid staff members.”* [[3]](#footnote-3) | **Prior to commencing your Hub volunteer program, work with relevant professionals in your school or host organisation, to identify and/or develop the policies and procedures**   1. Read Volunteering Australia’s [‘Volunteer Rights and Volunteer Checklist’](http://www.volunteeringaustralia.org/wp-content/uploads/VA-Volunteer-Rights-and-checklist.pdf) for essentials, such as insurance, workplace health and safety, privacy, equal opportunity. 2. Work with your school to identify existing policies and procedures that apply to volunteers and additional requirements. 3. Share documents with other Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) 4. For assistance with developing these documents, purchase Volunteering Australia’s *‘Workbook and Resources Kit’* [online](http://www.volunteeringaustralia.org/policy-and-best-practise/national-standards-and-supporting-material/). 5. Contact your [state/territory peak body](http://www.volunteeringaustralia.org/contact-us/stateterritory-peak-bodies/) for further information.   For information on Policies and Procedures read Sections 1.2 and 8.1 of Volunteering Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf). |
| **Roles and position descriptions** | Position descriptions ensure the roles and work of Hub volunteers is carefully considered (by the Hub and school/host organisation) before volunteers are engaged.  Many Hub Leaders have said they would like volunteer position descriptions[[4]](#footnote-4), with one Hub Leader saying it was important to *“set boundaries with volunteers, so there are clear cut roles and responsibilities.”*  Volunteering Australia found *“Volunteers without job descriptions were more likely to report feeling unsupported in their work, inadequately trained and without opportunities to participate in decisions that affect them and their work. They were more likely to (experience) uncertainty, conflict or confusion between paid workers and volunteers in their organisation.”*[[5]](#footnote-5) | **Work with your school or host organisation to define volunteer roles and to develop position descriptions, before engaging volunteers. After you appoint a volunteer to a position, work with them to refine the role and position description together**   1. A Community Hub position description template and examples (e.g. English tutor, Child Minding Assistant and PlayGroup Assistant) are included in this resource kit for your reference. 2. Read Volunteering Australia’s [*‘Toolkit for Designing Volunteer Roles and Position Descriptions’*](http://www.volunteeringaustralia.org/wp-content/uploads/Volunteering_Australia_Volunteer_Roles_Toolkit+1-1.pdf) 3. Ensure you understand the legal requirements for roles and discuss any queries with the relevant association, for example for playgroup roles contact [Playgroup Australia](http://www.playgroupaustralia.org.au). 4. Discuss volunteer roles and position descriptions with Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) 5. When a person is selected for a volunteer role, Volunteering Australia recommends you work with them to refine the role and position description further. |

| **Stage 2. Recruiting and inducting** | **Why these steps are important** | **Things to do and further information** |
| --- | --- | --- |
| **Recruiting volunteers** | Recruiting enough volunteers and the right type of volunteers, is essential to the success of your volunteer program. Targeted recruitment is an opportunity to engage specific groups in the school or local community.  At a minimum recruitment needs to meet equal opportunity and anti-discrimination legislation. Volunteering Australia notes best practice includes *‘clearly documented recruitment policies and procedures’.*  Hub Leaders generally excel at recruiting parents through school networks. However many Hubs also recruit volunteers from the broader community[[6]](#footnote-6).  An experienced Hub Leader suggests you *“Understand your community and look for volunteers who are bilingual, so that person can communicate easily with others. Have volunteers with strengths such as leadership qualities and then encourage that person to find other volunteers (networking).”*  It is important to note there are legal requirements for some people who would like volunteer, such as volunteers under 18 years, Centrelink clients and asylum seekers. | **Ensure you develop recruitment processes for Hub volunteers, as there are legal requirements. Work with your school/ host organisation to ensure a coordinated approach to volunteer recruitment**   1. Read Volunteering Australia’s [‘Volunteer Rights and Volunteer Checklist’](http://www.volunteeringaustralia.org/wp-content/uploads/VA-Volunteer-Rights-and-checklist.pdf) for the reference regarding recruitment in accordance with legislation. 2. Work with your school/ host organisation and relevant authorities[[7]](#footnote-7) to confirm the requirements for different types of volunteers, such as non-permanent residents, under 18 years, Centrelink clients. 3. Work with your school/ host organisation to establish recruitment processes. 4. Recruitment through volunteer agencies can provide efficiencies, as they sometimes assist with position descriptions, recruitment, selection and pre-screening processes. 5. Discuss recruitment with Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) 6. To engage specific groups as volunteers undertake online research. For example, Volunteering Victoria has produced a document about [engaging CALD communities.](http://www.volunteer.vic.gov.au/__data/assets/pdf_file/0004/68188/ames_general_information_booklet_july11.pdf)   For best practice in *‘Recruitment and Selection’* of volunteers, read Section 4 of Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf). |

| **Stage 2. Recruiting and inducting** | **Why these steps are important** | **Things to do and further information** |
| --- | --- | --- |
| **The selection of volunteers** | A multi-stage volunteer selection process provides you with an opportunity to get to know potential volunteer, and increases the chance of a successful match. The process also minimises difficulties at a later stage, due to unrealistic expectations or a poor match between a volunteer and a role or the Hub setting.  Volunteering Australia notes volunteers have the right to be *‘interviewed and engaged in accordance with equal opportunity and anti-discrimination legislation’* and that best practice includes *‘planning and documenting volunteer recruitment, selection and orientation processes’.*  Hub Leader suggestions included *“Interview volunteers to develop rapport, to understand their skills and to determine if they can manage the role and have the relevant skill set for a school setting”* and *“be upfront about requirements and codes of conduct for the Hub and school – it is important to manage expectations to avoid difficulties down the track.*”[[8]](#footnote-8) | **Undertake a multi-staged selection process for your volunteers, as this helps to ensure you select the right person for the right role. This helps to avoid difficulties in the future for both yourself and your volunteers**   1. Read about best practice for volunteer selection in Section 4 of Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf) (along with Section 3 in the previous [National Standards](http://volunteeringaustralia.org/wp-content/uploads/VA-National-Standards-for-involving-volunteers-in-not-for-profit-organisations.pdf) for some more detail). 2. Work with your school/ host organisation to identify which selection processes you will use to select Hub volunteers. Selection processes can include interviews, references, trials, probationary periods and follow-up meetings, which can help volunteers and Hub Leaders assess whether there is a suitable match. 3. Discuss volunteer selection approaches with other Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) |
| **Pre-screening of selected volunteers** | It is essential you pre-screen your volunteers (e.g. Working with Children Checks and Police Checks, as required) before they commence work at the Community Hub.  The legal requirements for screening volunteers depends on the state or territory in which you operate. Most Hub Leaders are undertaking Working with Children Checks or Police Checks[[9]](#footnote-9) | **Make sure you undertake the required pre-screening of volunteers, such as Working with Children Checks and Police Checks, before they commence work at your Hub**   1. Read about why volunteer screening is important, for example [Volunteering Queensland Information Sheet](http://www.volunteeringqld.org.au/web/documents/Screening%20Volunteers.pdf) or the [Department of Human Services ‘Screening and Checks’ webpage](http://www.volunteer.vic.gov.au/manage-your-volunteers/attracting-and-recruiting/screening-and-checks) 2. For an overview of your state or territory screening requirements for volunteers read the information available on the [Australian Institute of Family Studies](https://aifs.gov.au/cfca/publications/pre-employment-screening-working-children-checks-and-p) website. 3. Work with your school/ host organisation to determine volunteer screening requirements. |

| **Stage 3. Managing and developing volunteers** | **Why these steps are important** | **Things to do and further information** |
| --- | --- | --- |
| **Volunteer training and development** | Hub Leaders play an important role in inducting and guiding volunteers in their duties, in providing ongoing support and training, in fostering a welcoming and supportive atmosphere.[[10]](#footnote-10)  Volunteering Australia notes volunteers have the right to *‘be provided with sufficient training to do [their] job’* and that best practice in volunteer management includes training and development.  Most Hub Leaders provide their volunteers with informal on-the-job training and formal training e.g. training organised for paid staff. One experience Hub Leader provided an example *“one of our mothers completed Certificate III in Children's Services and then helped with Playgroup”* | **When you recruit and select volunteers for Hub roles, work with them to plan training and development for their role. Also network with other Hub Leaders and other community/ volunteer networks to determine other training and development opportunities for your volunteers**   1. Ensure volunteers are provided with orientation relevant to their role and responsibilities 2. Actively work with your volunteers to identify their training and development requirements for their role and also for their medium to long term aspirations. 3. Investigate training and development opportunities for your volunteers through your Hub network, community networks and your school/ host organisation. 4. Discuss training and development for volunteers with other Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums)   For best practice in volunteer training and development refer to Section 5 of Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf) |
| **Volunteer workplace health and safety** | Legislation requires you to protect the physical safety and mental health of volunteers ([Safe Work Australia](http://www.safeworkaustralia.gov.au/sites/SWA/model-whs-laws/guidance/volunteers/Documents/Volunteer_Organisations_Guide.pdf)) and Volunteering Australia notes that volunteers have the right to *‘work in a healthy and safe environment (refer various Occupational Health and Safety Act[s])’*. | **Make sure you have the required Workplace Health and Safety (WHS) systems in place for Hub volunteers to comply with legislation. Ensure you provide Hub volunteers with WHS training and highlight the importance of health and safety during everyday work practices**   1. Read about Workplace safety and wellbeing for volunteers in Section 6 of Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf) 2. Read about volunteer WHS on the [Safe Work Australia website](http://www.safeworkaustralia.gov.au/sites/swa/model-whs-laws/guidance/volunteers/pages/volunteers). 3. Work with your school/ host organisation to make sure the legal requirements for volunteer WHS are in place before any Hub volunteers commence, including policies and procedures 4. Reinforce the importance of WHS with Hub volunteers on a regular basis and provide them with WHS and training. |

| **Stage 3. Managing and developing volunteers** | **Why it is important** | **Key steps and reference materials** |
| --- | --- | --- |
| **Volunteer support and supervision** | Volunteers require ongoing support and management so that they can perform their roles well and gain satisfaction. Research with Hub volunteers has found 45.5% identified *‘being encouraged by the Hub Leader’* as one of the top three aspects of volunteering.[[11]](#footnote-11)  Hub Leaders have suggested the following:   * Provide volunteers with support and follow-up. Develop a relationship with volunteers, make yourself available for questions, having an ‘open door policy’, discuss any issues or concerns and follow up after first events. * Undertake formal reviews with volunteers, including providing them feedback from school staff, ensuring they are aware of training opportunities, establishing personal aspirations, and holding formal discussions with them if they are not fulfilling the role. * Foster inclusiveness, for example inviting volunteers to be part of formal groups within the Hub or School, including them in Hub activities, and decision-making. | **Ensure volunteers understand their roles and that you provide ongoing support and supervision. Volunteers have identified this as a particularly important aspect of their work for the Community Hubs**   1. Ensure volunteers are aware of who their supervisors and support contacts are 2. Ensure volunteers receive practical instruction on how to perform their roles and responsibilities safely and effectively. 3. Conduct regular reviews of “check-ins” with volunteers (individually or inn a group) and also discuss achievements and areas for development 4. Any changes to their role are made in a fair and transparent way 5. Any performance issues are addressed promptly an fairly 6. For best practice in volunteer ‘Support and development’ refer to Section 5 of Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf). |

| **Recognition of volunteers** | Volunteering Australia highlights the importance of recognising Hub volunteers. Research has found 45.5% of Hub volunteers identified *‘feeling respected and valued’* as one of the top three aspects of volunteering[[12]](#footnote-12) and that Hub Leaders tend to be very good at recognising the efforts of their volunteers.  Hub Leaders suggest *‘end-of-term and year volunteer celebrations to show [volunteers] appreciation for their time and effort.’* and showing volunteers *‘what they have achieved, for example the final event or results of their work. You need to say thank you to volunteers.’*[[13]](#footnote-13) | **It is essential that you recognise the contributions of your Hub volunteers on a regular basis, as well as organising more formal celebration events such as National Volunteer Day.**   1. Read [Volunteering Australia’s webpage](http://www.volunteeringaustralia.org/policy-and-best-practise/recognition/) for different ways to recognise Hub volunteers. 2. Discuss volunteer recognition with other Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) 3. Recognise the celebrations of your Hub volunteers on a regular basis, for example positive feedback, thank you, birthday cards etc. 4. Provide your volunteers with opportunities to be involved in a range of activities, for example decision making and networking within the school or other organisations 5. For best practice in volunteer ‘Volunteer Recognition’ refer to Section 7 of Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf). |
| --- | --- | --- |

| **Stage 4. Continuously improving** | **Why it is important** | **Key steps and reference materials** |
| --- | --- | --- |
| **Reviewing and refining your volunteer program** | Continuous improvement ensures that you have a way monitoring how well your volunteer program is working, and of identifying and implementing ways of improving the outcomes for both volunteers and the Hub/ host organisation.  By seeking feedback from your Hub volunteers and other key stakeholders, you can continue to improve the volunteer roles and volunteer program.  Feedback from volunteers can help you to refine Hub roles and positions descriptions, as well as processes such as recruitment, induction and training.  Feedback from other employees and stakeholders can provide you with information about how volunteer recruitment and management systems are working, and the extent to which volunteer involvement is providing a positive impact on the host organisation and broader community. | **Work with your Hub volunteers and stakeholders to review your Hub volunteer program, and to make ongoing improvements**   1. Read about how to undertake ‘Quality management and continuous improvement’ in Section 8 of Volunteering Australia’s new [National Standards for Volunteer Involvement](http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Document-FINAL-3004.pdf) (along with Section 8 of the previous [National Standards](http://volunteeringaustralia.org/wp-content/uploads/VA-National-Standards-for-involving-volunteers-in-not-for-profit-organisations.pdf) for some more detail) 2. Undertake benchmarking with other Hub Leaders through the [Community Hubs website forum](http://www.communityhubs.org.au/forums) 3. Actively seek feedback from your Hub volunteers and other stakeholders, consider evaluation tools such as audits and check-lists, surveys, in person interviews and other forms of data collection (e.g. recruitment and retention numbers and volunteer outcomes). 4. Revisit your strategic plans for your Hub volunteer program at least annually, to determine if you are meeting your objectives and to determine if any changes to these need to be made. 5. Remember to document your quality improvement and evaluation findings |
| **Reviewing systems and documents** | It is important you review and update your volunteer documents and systems. This will ensure your program continues to comply with legislation and other regulations. | It is essential that you work with school/ host organisation to ensure your Hub volunteer program documents and systems continue to meet legislative requirements. |

**[name of Volunteer role]**

**Position Description**

**Name of volunteer:**

**Contact details:**

**School:**

**Community Hub:**

**Start/ End date:**

**Hours/ days per week:**

**Reports to:**

|  |  |
| --- | --- |
| **Role** |  |
| **Key responsibilities** |  |
| **Skills, experience and attributes** |  |
| **Training requirements** |  |
| **Benefits for the volunteer** |  |
| **Benefits for the Primary School and Hub** |  |

|  |  |
| --- | --- |
| **Risk management** |  |

|  |
| --- |
| **Other requirements of the role:**  Primary School and Community Hub induction training  The incumbent must have and maintain a current Police Records Check  The incumbent must have and maintain a current Working with Children Check  The incumbent must have and maintain a current drivers licence  Any other training required (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_  Any other special conditions (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Volunteer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Hub Leader signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Date of review:

**VOlunteer Child minding Assistant**

**Position Description**

**Name of volunteer:**

**Contact details:**

**School:**

**Community Hub:**

**Start/ End date:**

**Hours/ days per week:**

**Reports to:**

|  |  |
| --- | --- |
| **Role** | The role of Volunteer Child Minding Assistant is an important position at the East Hill Primary School and Community Hub. We offer a variety of programs and activities to the local community, for example computer classes and basic English language classes.  To assist parents with attending Hub programs and activities, we provide free child minding to participants during classes (as required). Child minding is in the adjoining room to the classes and parents are readily available at all times.  Requirements   * The position is unpaid and voluntary * A commitment of 1 hour per week (2 x 30 min sessions) * Child Minding volunteers must be 18 years of age or older * Engagement is subject to the needs of Hub programs and activities, completion of satisfactory interview, working with children and police checks, satisfactory performance and conduct |
| **Key responsibilities** | The children (5-12 years) are given an activity and the volunteer sits with them and engages them in the activity. Key responsibilities include:   * Supervise children and children’s play * Help children with their activity * Interact with children and guide their behaviour * Room set up and pack up |
| **Skills, experience and attributes** | * Experience in child minding (your own children and/or others) * Punctuality * Interest in working with children * Alert and observant * Able to relate well to children and parents * Patient * Able to use judgement * Fluency in English * Second language in any of the following: Turkish, Arabic, Assyrian Chaldean, Sinhalese, Hindi, Vietnamese an advantage * The dress code is neat casual and culturally appropriate |
| **Training requirements** | The following are requirements of this role:   * Completion of Community Hub and East Hill Primary School induction * On the job training will be provided in areas of child development and language * Possibly formal training, dependent on availability and volunteer interest |
| **Benefits for the volunteer** | Some benefits of this role include:   * An opportunity to meet new people and to be involved with the local community * Experience working with primary school aged children, including children from a wide range of cultural backgrounds and different languages * Additional experience in child minding, including on the job training * Experience working as a volunteer and a Hub/school environment |
| **Benefits for the Primary School and Hub** | This is an important role for the Primary School and the Community Hub for the following reasons:   * Child minding helps parents in the local community to participate in Community Hub activities and programs * Child minding helps parents to focus more on the Hub activity or program, as their children are being engaged in activities nearby |

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| **Risk management** | Volunteers are required to participate in Workplace Health and Safety by:   * Following established safe working instructions, procedures and policies * Taking reasonable care for their own work health and safety and that of others * Seeking assistance when unsure of how to perform a task * Reporting all incidents, injuries, near misses, damage to property and hazards as soon as practicable to the Hub Leader   Role adequately covered by East Hill Primary School insurance  Child minding approach confirmed by East Hill Primary School and/or state education department (e.g. DEECD) |

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| **Other requirements of the role:**  Primary School and Community Hub induction training  The incumbent must have and maintain a current Police Records Check  The incumbent must have and maintain a current Working with Children Check  The incumbent must have and maintain a current drivers licence  Any other training required (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_  Any other special conditions (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Volunteer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Hub Leader signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Date of review:

**VOlunteer English tutor**

**Position Description**

**Name of volunteer:**

**Contact details:**

**School:**

**Community Hub:**

**Start/ End date:**

**Hours/ days per week:**

**Reports to:**

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| **Role** | The role of Volunteer English Tutor is an important position at the East Hill Primary School and Community Hub. Our local community has many people who have English as their second language, and who would like to develop their skills in this area further.  Basic English language classes   * Target client group: Persons who have recently arrived to Australia and are unable to access government funded English Language Programs * Age range of client group: 18 + (Adults) * Program schedule: Preferably two classes per week (2 x 1.5 hours)   Requirements   * The position is unpaid and voluntary. * A commitment of 3 per week is required (inclusive of course planning) * Volunteer tutors must be 18 years of age or older * Engagement is subject to the needs of the program, completion of satisfactory interview and police checks, satisfactory performance and conduct |
| **Key responsibilities** | Key responsibilities include:   * Support tutoring of Basic English Class at the East Hill Community Hub * Provide English language support, links to the community and an understanding of the Australian way of life * Assist with preparing sessions, which respond to the learner needs * Meet with the learner and provide English language support * Maintain regular contact with the Community Hub Leader (Debra Ford) * Report monthly on sessions delivered, including time, activity and outcomes |
| **Skills, experience and attributes** | * Proficiency in using the English language, both written and oral. Accent should not impede clear understanding by the learner * Good interpersonal and communication skills * An understanding of and empathy with people from diverse cultural backgrounds * A non-judgemental attitude * Ability to work independently * Responsible record keeping * The dress code is neat casual and culturally appropriate |
| **Training requirements** | The following are requirements of this role:   * Completion of Community Hub and East Hill Primary School inductions * On the job training and possibly formal training, dependent on availability and volunteer interest |
| **Benefits for the volunteer** | Some benefits of this role include:   * An opportunity to meet new people and to be involved with the local community * Experience working with people from a wide range of cultural backgrounds and different languages/ language skills * Experience in tutoring basic English language classes * Working with an experienced tutor to deliver classes * Experience working as a volunteer and a Hub/school environment |
| **Benefits to the Primary School and Hub** | This is an important role for the East Hill Primary School and Community Hub for the following reasons:   * Additional support for a very popular Hub program, we currently have 15 people who attend the basic English classes * Providing an important opportunity for school parents and community members who would like to improve their English language skills |
| **Risk management** | Volunteers are required to participate in Workplace Health and Safety by:   * Following established safe working instructions, procedures and policies * Taking reasonable care for their own Work Health and Safety and that of others * Seeking assistance when unsure of how to perform a task * Reporting all incidents, injuries, near misses, damage to property and hazards as soon as practicable to the Hub Leader   Role adequately covered by East Hill Primary School insurance |
| **Other requirements of the role:**  East Hill Primary School and Community Hub induction training  The incumbent must have and maintain a current Police Records Check  The incumbent must have and maintain a current Working with Children Check  The incumbent must have and maintain a current drivers licence  Any other training required (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Any other special conditions (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

Volunteer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Hub Leader signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Date of review:

**VOlunteer PlayGroup Assistant**

**Position Description**

**Name of volunteer:**

**Contact details:**

**Community Hub:**

**Start/ End date:**

**Hours/ days per week:**

**Reports to:**

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| **Role** | The role of Volunteer Playgroup Assistant is an important position at the Selford Multicultural Community Hub. We have a very popular and active playgroup program, with sessions being held on Monday and Wednesday between 10am and 11am. In this role, you will support the work of the Playgroup Leader as he facilitates playgroups. You will work with one other volunteer Playgroup Assistant.  Requirements   * The position is unpaid and voluntary * A commitment of 3 hours per week, at the times listed above and 1 additional hour of preparation time. * Volunteer Playgroup Assistants must be 18 years of age or older * Engagement is subject to the requirements of the playgroup program, completion of satisfactory interview, a working with children check and police check, satisfactory performance and conduct |
| **Key responsibilities** | Key responsibilities include:   * Room set up and pack up * Welcome parents and children * Supervise children and children’s play * Help children with their activity * Interact with children and guide their behaviour * Some food preparation (following training) * Scribing on the board (optional) * Phoning parents (optional) * Entering data on the computer (optional) |
| **Skills, experience and attributes** | * Good communication skills * Ability to take directions from the Playgroup Leader * Second language in any of the following: Turkish, Arabic, Assyrian Chaldean, Sinhalese, Hindi, Vietnamese an advantage * Punctuality * Interest in working with children * Alert and observant * Able to relate well to children and parents * Patient * Able to use judgement * The dress code is neat casual and culturally appropriate |
| **Training requirements** | The following are requirements of this role:   * Completion of the Community Hub induction program * On the job training will be provided in areas of child development, language and playgroup schedules/ activities * Formal training in food handling and first aid (free for volunteers) and other training relevant |
| **Benefits for the volunteer** | * Some benefits of this role include: * An opportunity to meet new people and to be involved with the local community * Experience working in a team and with a team leader * Working with the Playgroup Leader to develop activities * Experience working with young children from a wide range of backgrounds * On the job and formal training * Experience working as a volunteer and a Community Hub environment |
| **Benefits to the Primary School and Hub** | This is an important role for the Community Hub as it:   * Provides support for a very popular program at the Community Hub * Provides support to the Playgroup Leader |
| **Risk management** | Volunteers are required to participate in Workplace Health and Safety by:   * Following established safe working instructions, procedures and policies * Taking reasonable care for their own Work Health and Safety and that of others * Seeking assistance when unsure of how to perform a task * Reporting all incidents, injuries, near misses, damage to property and hazards as soon as practicable to the Hub Leader   Role adequately covered by East Hill Primary School insurance |

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| **Other requirements of the role:**  Selford Multicultural Community Hub induction training  The incumbent must have and maintain a current Police Records Check  The incumbent must have and maintain a current Working with Children Check  The incumbent must have and maintain a current drivers licence  Any other training required (please describe) Food handling training and first aid certificate  Any other special conditions (please describe) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Volunteer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Hub Leader signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:

Date of review:

1. 2009. Volunteering Australia. *Information Sheet: Definitions and Principles of Volunteering* [↑](#footnote-ref-1)
2. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. Scanlon Foundation: Melbourne. [↑](#footnote-ref-2)
3. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-3)
4. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-4)
5. Volunteering Australia, National Survey of Volunteering Issues, 2006, www.volunteeringaustralia.org [↑](#footnote-ref-5)
6. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-6)
7. For example, in relation to asylum seekers contact the [Australian Education & Migration Services](http://www.aust-migration.com.au/ContactUs) and/or the [Department of Immigration and Border Protection](http://www.immi.gov.au/Help/Locations/Pages/Australia.aspx), for people under 18 years contact the Youth Council of Australia and for Centrelink clients contact the Department of Human Services. [↑](#footnote-ref-7)
8. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-8)
9. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-9)
10. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-10)
11. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-11)
12. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-12)
13. 2015, Hume City Council. *Volunteering in Community Hubs in Hume City*. [↑](#footnote-ref-13)