

# A Coordinator's Guide to Out-of-School-Hours Learning Support Programs



ABOUT CMY

The Centre for Multicultural Youth (CMY) is a Victorian not-for-profit organisation supporting young people from migrant and refugee backgrounds to build better lives in Australia. CMY was established in 1988 and was the first organisation in Australia to work exclusively with migrant and refugee young people.

Our purpose is to ensure that young people from migrant and refugee backgrounds have every opportunity to succeed in Australia.

CMY’s MY Education provides resources and support crucial to the success of primary and secondary students’ learning. MY Education delivers two key programs that support schools and community organisations to improve out-of-school-hours learning throughout Victoria.

Learning Beyond the Bell (LBB)

Across Victoria, LBB supports over 250 organisations delivering out-of-school-hours learning support programs. These programs provide high quality tuition and learning support to children and young people from migrant and refugee backgrounds and their families. They also assist families to better support their children’s learning at home.

Refugee Education Support Program (RESP)

Refugee Education Support Program (RESP) improves the educational outcomes of students from migrant and refugee backgrounds. RESP provides holistic and targeted support to selected schools to strengthen the connections between student achievement and wellbeing as well as student, family, school and community engagement.

RESP is a partnership between CMY, Foundation House and the Department of Education and Training, delivered in collaboration with Catholic Education Commission of Victoria and the Association of Independent Schools Victoria.

ACKNOWLEDGEMENTS

This is the second edition of the co-ordinators manual. The first, *Learning Beyond the Bell Coordinator’s Manual*, was published in 2007.

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# Introduction

This guide was developed by the Centre for Multicultural Youth (CMY) to provide program coordinators of Out-of-School-Hours Learning Support Programs (OSHLSP) with information, processes and templates to assist in the design, operation and evaluation of an effective program. It is an updated version of a previous guide called Learning Beyond the Bell Coordinators Manual produced by CMY in 2007. It can be used by coordinators in its entirety or by referencing the most relevant section for specific needs.



## How to use this guide

While sections have been designed to reflect the steps involved in setting up a program from the beginning, they do not need to be read consecutively. Instead, program coordinators are encouraged to access the material best aligned to their priorities.

It is intended that the manual will be useful to both new and experienced coordinators who may be involved in running an existing OSHLSP or setting up a new one. Even if you are involved in an established OSHLSP, some of the information may assist you in ensuring it meets the Minimum Standards.

CMY has collated many useful tools, templates, checklists and information that coordinators can use. These resources are referred to throughout this document. For a full list of all these resources and many more visit the CMY website:

<http://cmy.net.au/my-education>

<http://cmy.net.au/homework-club-resources>

# Use of terms

## Families

Throughout this guide the term families is used in place of parents and/or guardians. It is important to recognise that children and young people live in a diverse range of family types. This includes living with one or two parents, living in multigenerational households with one or more grandparent, living in the care or guardianship of grandparents, older siblings, aunts or uncles or other family members, and living with foster or other carers. Furthermore, in some families older siblings may take an active role in supporting younger siblings' education, including homework. Recognising this will help you to engage parents, grandparents, carers, siblings and other family members in order to support students' learning.

## Students

Most of this manual refers to students, however, where there are legal implications that differ for those under the age of 18, such as the Victorian Child Safety Standards, the term used is children. According to the United Nations Convention on the Rights of the Child, anyone under the age of 18 is a child. However, it is not recommended to use the word 'child' with all those in this age group as many adolescents, teenagers and young people will not identify with it and may find it patronising. The United Nations defines a young person as anyone between the ages of 15 and 24 years old, which is also the definition that CMY uses.

## Out-of-school-hours learning support programs

In this resource, CMY refers to the range of programs that support students in their learning outside of school hours as Out-of-School-Hours Learning Support Programs or OSHLSP. Other terms in use in the sector include homework clubs, learning clubs, learning support programs, family learning clubs and reading clubs. The term OSHLSP captures the full range of programs and also clearly places them outside school hours.

# Symbols

To assist you to navigate through the many resources that are external to this guide, as well as the different sections within the guide this symbol is used:



Indicates a hyperlink to an external source (including other CMY resources)

Although every effort has been made to provide you with external resources that will support good practice, CMY takes no responsibility for content from other sources.

Each section of this guide has its own symbol. Use the symbols to find the most relevant information for your needs. Refer to the contents page to match the symbol to its section.



## 1: Designing a program

### Impact of Out-of-School-Hours Learning Support Programs

OSHLSP have positive effects on students' educational, social and emotional wellbeing. Through the interaction they promote between students, tutors, staff, teachers and family members, OSHLSP support learning and build meaningful social connections across the community.

OSHLSP support students to enhance their literacy, numeracy and study skills. They can also assist students to complete homework tasks by providing one-to-one or small group support tailored to their needs. By helping students develop social, communication and academic skills, OSHLSP contribute to students' ability to participate in class in a more meaningful way.

They can even assist those at risk of low academic achievement and leaving school early. For example, students who attend these programs may have:

- families with a lower level of formal education
- less familiarity with the Australian education system
- families with limited English skills to understand homework requirements or to assist their children with homework
- a disrupted education
- limited study assistance at home.

### Benefits for children and young people from refugee backgrounds

For many young people from refugee and newly arrived migrant backgrounds their education has been limited or interrupted and, in some cases, they have had no formal schooling prior to their arrival in Australia. Due to the refugee experience, students can have a complex range of education and wellbeing needs. These students are required to learn a new language and to learn through that language, all within an unfamiliar education system and curriculum.

#### Case study

Sunita\* was referred to an OSHLSP because her shyness was impacting on her progress and ability to ask and respond to questions in a group setting. Since her involvement in the program and the allocation of a one-on-one tutor she has shown increased confidence with reading and comprehension, shows less stress when reading out loud and is now much more enthusiastic about undertaking homework tasks.

\*Not her real name

Dixon House Clayton North Primary School  
Monitoring Report June 2015

Some of the key challenges for these young people and their families in accessing and remaining engaged in education in Australia may include:

- a limited understanding of the Australian education and training system
- limited access to intensive English language support
- difficulty finding space and time to study – in the context of often crowded living environments, supporting family in the resettlement process, and pressure to earn an income in addition to studying
- limited opportunities to use and develop interpersonal skills with peers until sufficient English language is learned
- students who have missed out on schooling in their first language may have additional difficulty gaining literacy in English.
- OSHLSP can help address some of these issues by providing:
  - access to individual learning support tailored to a student's ability
  - information about the education system in an informal and tailored manner (this can also be provided to families who engage with programs)
  - a quiet and safe space and time for dedicated study, away from household demands and distractions
  - access to resources such as IT, which may not be affordable or available in the home
  - an environment for students to practice English in an intimate, less intimidating environment.



For more information about the educational needs of refugee young people go to:

<http://cmv.net.au/publications/education-needs-young-refugees-victoria>

### Different types of programs

OSHLSP respond to a range of learning support needs that students and families may have. They cover a range of models and approaches including the following; Homework Clubs or learning support clubs, Family Learning Clubs, peer-to-peer tutoring or mentoring approaches, all of which are focused on both learning outcomes and well-being outcomes of students. Some OSHLSP also have a specific focus on families or add specific components to the program to address family needs.

OSHLSP can be diverse and run in a variety of ways. For example, a general Homework Club can be run through a community agency or a school and can respond to general or particular learning needs, focus on a range of specific subjects, and provide support to a specific cohort of students, such as English as an Additional Language (EAL) students.

A peer-to-peer tutoring approach may respond to particular learning needs as well as help to facilitate the development of leadership skills in peer tutors. This can be particularly helpful in supporting the transition into secondary school or further education. Peer-to-peer tutoring can also help to build cross-campus relationships, which can help support students in the transition from primary to secondary school.

OSHLSP can be managed by schools, community organisations, religious groups, and local governments. They are often, but not exclusively, delivered through a partnership between organisations and can be located in community centres, schools, or at public libraries.

### Identifying needs

Before setting up an OSHLSP it is useful to undertake a process to identify needs of the target group. This will help determine whether a new OSHLSP is the best option as well as the model that will be the best fit. To do this, engage and listen to people who may benefit from or support an OSHLSP. Whether you are a community worker or a teacher, it will be useful to talk to others you work with, young people, families, local Migrant Resource Centres, English language schools/centres, local schools, TAFE colleges and local councils. You can do this in a variety of ways – using surveys, face-to-face or over the phone interviews, focus group discussions or by building questions into existing activities such as community meetings or school events. Bringing together a group of such people (even just a few) will help in many ways, including to develop a common vision, set goals and to support the program in its design and implementation.

Consulting young people and families is essential, not only to increase your program's quality, but because it can support the students and families to feel they can make a contribution to their community. If done properly, being consulted can be an empowering experience.

*The more widely people have a sense of ownership of the program model, the more likely people, especially families, will support it.*

Spending some time talking to others will help you to identify students with the greatest need. It will also help you understand to what extent needs are already being met and where the gaps are. It is important to develop strategies in consultation with others who work with the young people your program will target. If people have a sense of ownership of the program model, they are more likely to support it by making referrals, providing resources and offering other forms of support and involvement.



For practical suggestions on ways to engage students and families in a school environment see *Opening the School Gate*:

[http://www.cmv.net.au/sites/default/files/publication-documents/Opening the School Gate\\_Victorian Schools\\_2016.pdf](http://www.cmv.net.au/sites/default/files/publication-documents/Opening%20the%20School%20Gate_Victorian%20Schools_2016.pdf)

See *Involving students in identifying needs for your OSHLSP* at:

[www.cmv.net.au/](http://www.cmv.net.au/)





## NEEDS ANALYSIS AND ASSESSMENT QUESTION GUIDE

For use in surveys, interviews or focus group discussions

Area	Questions	Prompts
Student's needs	Do students require additional support to improve their academic and wellbeing outcomes?	YES/NO
	If yes, what do students need support with?	<ul style="list-style-type: none"><li>• Literacy and Numeracy skills for primary and/or secondary students</li><li>• English Language skills of primary and/or secondary students</li><li>• Subject-Specific skills for secondary students</li><li>• Student confidence in learning and engaging with the school, broader education system, and community</li><li>• Student ability to complete set homework</li><li>• Resources at home such as access to IT; access to someone who can help clarify the homework task</li><li>• Student connections with positive role models and the broader community</li><li>• Knowledge and understanding of primary to secondary school transition</li><li>• Knowledge and understanding of language school to mainstream school transition</li><li>• Knowledge of career pathways, VCE, VET, VCAL</li><li>• Support for specific genders</li></ul>
Families needs	Do families require support in order to better engage with their students' education?	YES/NO
	If yes, what do families need support with?	<ul style="list-style-type: none"><li>• Family connections to school</li><li>• Parental understanding of school system/careers and education pathways</li><li>• Parental language skills</li><li>• Parental ability to help with learning at home e.g. listening to reading; helping a student to find relevant information; discussing career pathways and subject choices</li><li>• Knowledge and understanding of primary to secondary school transition</li><li>• Knowledge and understanding of language school to mainstream school transition</li><li>• Knowledge of career pathways, VCE, VET, VCAL for parents and students</li></ul>
Existing programs and services	Are there existing programs and services that focus on these students and/or their families?	<ul style="list-style-type: none"><li>• Established education support or homework programs</li><li>• English language courses</li><li>• Youth programs</li><li>• Additional support at school that may be unknown to student</li></ul>



Focus and accessibility of existing services	Are these programs well attended, if not why?	<ul style="list-style-type: none"><li>• Which organisations operate programs</li><li>• Where and when programs are held and how the locations relate to proximity to schools, students' homes or local transport</li><li>• Type of support provided (e.g. one-to-one, focus on English language skills, help with particular subjects such as maths and science, inclusion of recreation activities)</li><li>• Eligibility criteria for attending, e.g. will school-based programs take students from other schools?</li><li>• Whether there is a cost for young people to attend</li><li>• Program capacity – whether there is a waiting list and the reasons for the waiting list (e.g. size of venue, number of tutors available)</li><li>• Reasons why some groups, such as students with migrant or refugee backgrounds, may not be attending those programs (which may relate to some of the broader factors listed earlier).</li></ul>
Implications for a new program	Is a new program needed?	<ul style="list-style-type: none"><li>• Are existing services adequate to meet identified needs?</li><li>• Could existing services be modified or strengthened to meet the needs of students?</li><li>• Are you likely to be competing for funding with any existing programs?</li><li>• Is there a possibility of developing a partnership with any of the existing programs?</li><li>• Is a new program required?</li></ul>





### Consider the purpose

Consider the purpose of your program in the context of the information you gained through the needs assessment and analysis. Analysing the need might highlight a number of actions that could be pursued such as those below in the table.

You may also need to think about eligibility criteria. For example, you could target:

- students living in or near, or attending schools in, a designated area
- students from migrant or refugee backgrounds learning English as an additional language
- students at risk of disengaging from school
- specific age groups or year levels.

From the information you gain from the needs assessment you clearly identify your goals and objectives. Setting realistic goals and objectives will also assist in identifying how you will measure the success of your program later. For example, it is unlikely that by attending an OSHLSP once per week students will achieve better results at school in the short term. A more realistic short term objective might be to attract a certain number of students and tutors to the program who are positive about being involved. For example, in the first 12 months of the program you might want to:

- achieve regular attendance, which may mean 80% of sessions are attended by most of the young people ("most" may mean between 70 and 100%)
- attract and retain 80% of your tutors over the first year
- receive positive feedback from most students and most tutors.

Identified need	Possible Action
There are a number of community-based programs providing recreational and social programs, but none catering to literacy and numeracy support needs.	Meeting this need will be the focus of your program.
There are a number of existing programs but they do not cater to students looking for support with maths and science, or more advanced support for learning English.	Approach existing programs to find out if your assistance could increase the availability of specialised tutors in these programs.
There are no OSHLSP near the school or close to where students live.	Start a basic program.
There is currently a local program helping senior secondary students but many younger secondary students are asking to join.	Approach the existing program to offer assistance facilitating the involvement of Year 7 to 10 students in the program.





## 2. Managing an OSHLSP

### Estimate costs and timelines

Estimating your costs and developing a timeline for the establishment of the program is essential. Be sure to include when funding is needed in your plans. You will also need processes for tracking income and expenditure and to be realistic in your estimation of what the monthly and annual costs of running the program will be. Costs may include:

- coordinator salary
- healthy snacks for participants
- insurance
- venue hire
- administrative costs
- materials and stationery
- police checks for volunteers
- optional: celebratory events and social activities.

Ensure you have a process for keeping financial records and that there are no communication gaps between relevant parties. This is vital to ensure funds are being spent appropriately and will help with reporting requirements.

### In-kind budget support

When making a budget consider which expenses might be covered by in-kind support, where goods or services are donated. Some examples include:

- a local bakery could donate the afternoon tea for students and tutors
- a local school could provide a classroom
- a local government youth service could facilitate recreational and skill development activities in the school holidays
- universities may provide volunteer tutors in specialist subjects such as maths and science.

In kind support is often viewed favourably by funding bodies and may actually be a requirement of some grants.

### Program venue

Having a venue where young people feel safe and comfortable and where they can spend their time productively, will play a significant role in the success

of your program. If you establish a reference group for your OSHLSP its members may be able to access suitable venues through their organisations. For example, many local governments manage public facilities, which can be used for low or no cost for community-based activities.

When selecting a venue consider whether:

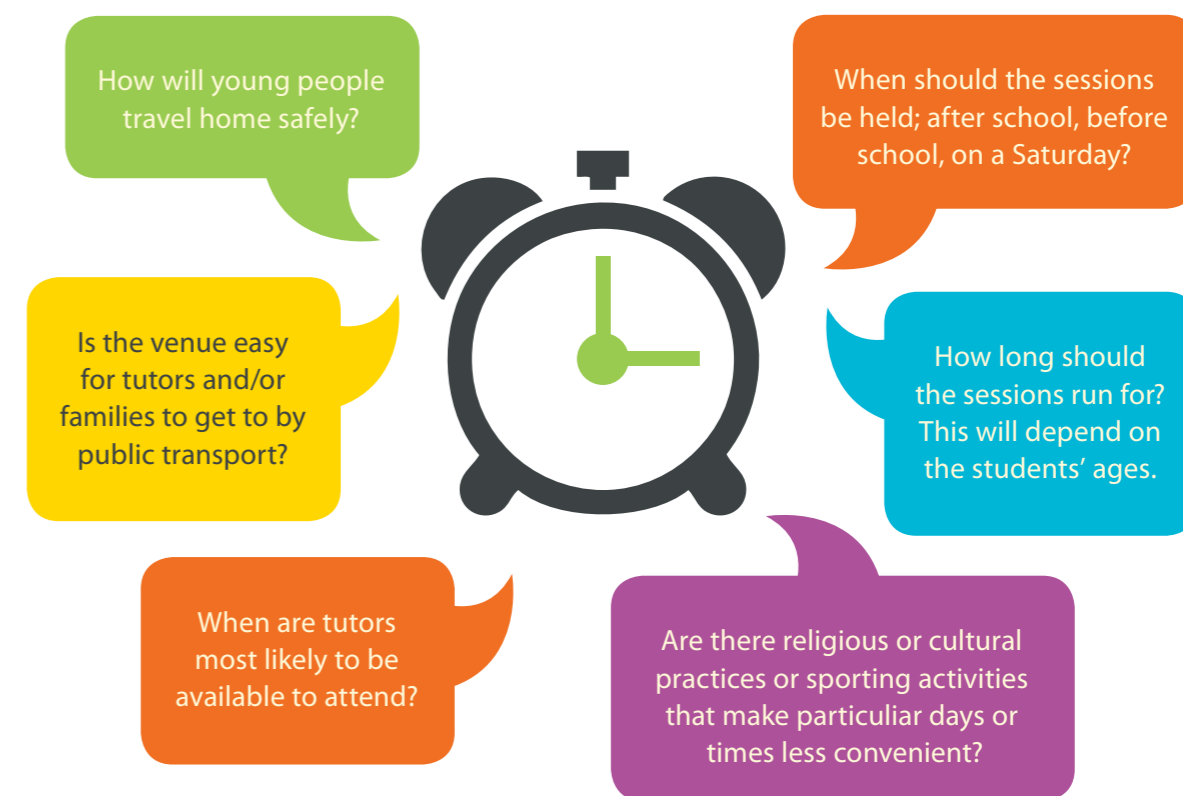
- it has heating, cooling and kitchen facilities.
- toilets are close, safe for students to get to and from, and can be monitored by staff
- there is enough space for group discussions and other activities
- it is easy to access by public transport
- it is accessible for people with a disability
- OHS conditions are appropriate and support wellbeing of participants
- it has appropriate furniture e.g. plenty of tables and chairs
- depending on the requirements of the coordinator, it may need basic office equipment
- if needed there are computers with internet, a whiteboard, and other resources
- there is a secure space for storing materials and documents containing confidential details e.g. student and volunteer tutor registration forms.

Also consider the impact on your activities and students if you are sharing the space with other groups. Even if activities will not take place simultaneously any overlap of start and finish times needs to be accounted for.

### Timing sessions

You will also need to think about when the best time to hold your program sessions will be and how often you will run the sessions. While this will depend to some extent on the availability of the venue and tutors, it is important to talk to young people and their families about what will work best for them.

*Questions to consider when setting session times*





## Policies and Procedures

Documented policies and procedures help to provide a safe and productive learning environment and one that meets legal requirements. They also enable the program to be managed by others when the program coordinator is not available, and ensure that information is available for reporting to grant providers and applying for renewed funding.

Having the following policies in place early on will also give a better first impression to new students, families and tutors as it demonstrates the program is well organised. If your program is run through an organisation, check existing policies to identify gaps or necessary amendments to suit the OSHLSP context.



See Samples and Templates

<http://cmv.net.au/homework-club-resources>



Policy/procedure area	Individual policy topics
Student enrolment and attendance	Enrolment records should include key information about the background, age level, etc of the students for report purposes as well as emergency contact information for each student
	Attendance sheets can include sign in/sign out evidence and a record of non-attendance
Running a session	Procedures for operating within the chosen venue
	Running sheet of session
	Coordinator and tutor roster
Emergency and first aid procedures	A procedure for dealing with and recording first aid and emergency medical issues should be documented, known by all staff and followed when required
	Make sure you regularly update student information, in particular any changes to medical conditions
	Emergency and evacuation procedures
	A regularly updated and accessible contact list for families, students, volunteers and staff
Tutors	Induction packs, including volunteer agreement, position description etc
	Volunteer details update form
	Volunteer policy
Program policies	Insurance certificates covering volunteers and public liability insurance
	Occupational health and safety policy
	Code of conduct
	Grievance policy, which outlines the processes for reporting and resolving complaints arising within a program
	Privacy policy
	Child safety policy
	Discrimination and harassment policy
	Diversity policy
	Photo consent form
	Student engagement and wellbeing policy



## Compliance and Risk management

Alongside planning the program and prior to recruiting volunteers, another critical factor to consider is managing risk. Managing risk is about doing everything in your power to ensure that people and property related to your activities are properly protected and your program is able to function as intended. Undertaking a risk assessment for the main operational areas is necessary to ensure you have covered all potential risks. It is worth considering three basic questions:

1. What can go wrong at each stage of the program?
2. What will we do to prevent it?
3. What will we do if it happens?

Be aware of the legal responsibilities that organisations have with regards to students, families, staff and volunteers attending the program. Also think through practical issues such as where first aid kits and fire extinguishers are and if you have access to them after normal business hours.

Your OSHLSP Risk Assessment Checklist should cover risks specific to your context and environment. It should include:

- Medical and first aid
  - » consider possible medical or health incidents and how these will be dealt with
    - ◊ emergency contacts on file for students, tutors
    - ◊ allergy protocols and response plan for those with allergies
    - ◊ properly equipped first aid kit
    - ◊ trained first aid officer present at all sessions
    - ◊ food safety and hygiene if serving snacks
- Buildings, grounds and equipment
  - » consider the safety aspects of your venue
    - ◊ emergency procedures
    - ◊ occupational health and safety policies and procedures in place
  - » what accessibility issues need to be considered to ensure your program is accessible to those students with
    - ◊ disabilities
    - ◊ language issues
    - ◊ transport barriers
  - » consider the risk of losing the use of the venue
- Student engagement
  - » consider how will you respond to and manage the risk of students not participating in the program
- Meeting the identified needs of students

- » what is the risk of not being able to meet the identified needs
- » what mitigation plans will you put in place
- Safety of all students and families accessing the service
  - » consider risks to physical safety (ie sexual abuse, safety of building and equipment)
  - » consider the emotional impact of group dynamics (tutor relationships, bullying, harassment)
  - » are you ensuring adequate supervision of staff/tutors to meet your duty of care responsibilities for students?
  - » do all students sign in and out of the program?
  - » how do students travel to and from the program?
- Appropriate recruitment, screening, training and supervision of volunteers
  - » ensure you consider improper recruitment as a risk, both to the quality of your program and to the safety of your students
  - » mitigation plans should follow recommended recruitment practices as outlined in this guide
  - » provide training and induction to volunteers
- Funding sustainability
  - » consider risks associated with losing a funding source
  - » consider risks of accepting funding and not being able to deliver what is agreed

## Insurance

Insurance can be complex and it is worth getting advice about what to cover. You need to make sure that volunteers and staff are covered for any potential liability or injury and loss. You should also ensure that equipment, materials and property are protected.

Firstly, check to see if your program is already covered by a blanket government or funding body scheme, your own organisation's insurance or the insurance of a partner organisation. Also ensure the program has appropriate insurance cover for volunteers. Most organisations have Public Liability Insurance but you may also want to consider getting Volunteer Personal Accident Insurance. Most agencies that refer volunteers require that you are a legitimate not-for-profit organisation with current insurance.

## State and Federal legislation

It is important to check what state and federal laws apply to your program. Areas such as equal opportunity, privacy, OHS and child safety will all have specific legislation that an OSHLSP may need to be

aware of. Many pieces of legislation, such as the Victoria Equal Opportunity Act, which protects people from discrimination on the basis of their individual attributes in certain areas of public life, and provides redress for people who have been discriminated against, applies equally to volunteers and paid staff.



For more information visit:

Equal Opportunity legislation:  
<http://www.justice.vic.gov.au/home/your+rights/equal+opportunity/>

Work Safe  
<http://www.worksafe.vic.gov.au/>

There is a comprehensive source of information regarding legal responsibilities for not-for-profit organisations working with volunteers here: <http://www.nfplaw.org.au/volunteers>. It outlines all applicable laws and regulations about how to recruit, select and manage volunteers and has a specific focus on Victoria – just make sure you select it as your jurisdiction of choice.

## Creating a Child Safe OSHLSP

To ensure the safety of students attending your program it is essential to establish a child safe culture and support it through policies and procedures. Ensuring your OSHLSP is a safe place for students to learn is not only part of engaging them in their education but it will also become a legal requirement for services providing tuition support.

The Victorian Government has introduced child safe standards to improve the way organisations working with children prevent and respond to child abuse. The standards aim to drive cultural change within organisations. They are part of the response to the Betrayal of Trust Report tabled in 2013. The following section breaks down some of the necessary steps to creating a child safe organisation, but it is important for coordinators to understand how these relate to the standards and how their OSHLSP is affected.

Those that are part of larger community-based organisations will fall under that organisation's requirements and will therefore need to ensure these are translated into policy and practice within the OSHLSP. However, those OSHLSP that are independent will still be required to meet the standards but will have additional time.



Please familiarise yourself with the standards:

<http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards>

CMY also offers training and support for coordinators to set up child safe practices and policies:

<http://www.cmy.net.au/education-training-development>

The following information outlines the standards but child safety is included throughout this manual, so this section should not be used in isolation.

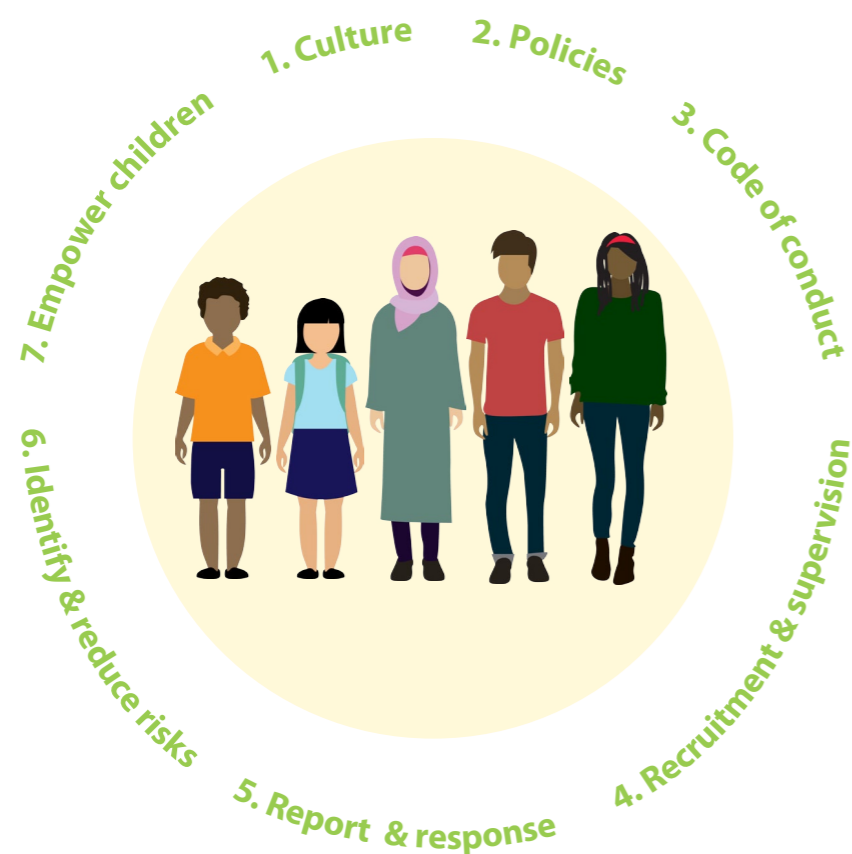
## Components of a child safe OSHLSP

It is useful to view the standards as a tool to create a protective environment around students, including supporting their own contribution to their safety.

- Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- Standard 2: A child safe policy or statement of commitment to child safety
- Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5: Processes for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote the participation and empowerment of children.

An overriding principle to achieving child safety is to ensure it is part of your program's culture, which involves widespread and frequent consultation with those involved in the program.





### Students' role in child safety

Involving students in their own safety, and that of their peers, is an essential element of a child safe culture. Ensuring students know who to speak to if they feel unsafe or uncomfortable, what procedures exist to keep them safe and what is in the code of conduct can empower them to monitor the environment themselves and identify unacceptable risks.

Displaying codes of conduct is important, not only to remind those bound by it what is expected but also so that students know what is and is not acceptable. You should also ask students themselves to assist you in drafting a code of conduct that applies to all participants of the program – this can also be beneficial in mitigating any risks of inappropriate behaviour between students, such as bullying or harassment. These, and any other applicable policies and procedures, should then be available in child and youth friendly versions.

### Responding to disclosures

The Royal Commission into Institutional Child Sexual Abuse has found that on average it takes 22 years for a person to disclose that they have been sexually abused. This, coupled with the fact OSHLSP take place in group

situations and at times with family members present, means the chances of a disclosure occurring are low. However, it is important to know how to respond if one should take place. Child Wise, a leading child safety organisation, recommends that if a child discloses they have been sexually abused you should follow the guidelines below.

To show your concern and care you should:

- listen carefully to what they are saying
- let them use their own words
- tell them they did the right thing by telling you
- tell them it is not their fault and they are not responsible for the abuse
- let the child know what will happen next
- tell them you are pleased they told you
- advise your line manager and the authorities.

Do not:

- make promises you cannot keep (such as promising you will not tell anyone)
- push the child into giving details of the abuse - your role is to listen to what the child wants to tell you, it is not your role to conduct an investigation
- indiscriminately discuss the circumstances of the incident with others.





### 3: Implementing a program

#### Preparing Weekly Sessions

To ensure your program runs smoothly each week and to maximise the comfort of tutors and students, it is a good idea to have a clear routine that all participants are familiar with. Structure is particularly important in bigger programs where a number of different activities may be provided, and students may be moving around.

The structure you establish will depend upon the type of program you are running and the age of the students, but these general tips will provide a starting point for all programs:

1. Set up the room or space ahead of time and ensure that students and tutors know where to go and what to do when they arrive and leave the program.
2. Display a session timetable in a communal area that indicates activities, breaks, start and finish times.
3. Establish a group agreement on how students and tutors wish to work together respectfully. Display these agreements in the program room.

A structured program involves tangible steps to ensure young people's learning needs are identified and supported by tutors:

- Ensure routines are developed and known by students and tutors
- Organise the venue space appropriately to suit activities
- Have materials and resources available
- Establish a simple method for setting and reviewing students' learning goals
- Decide on when and how to group students (e.g. age, ability, gender) and when one-to-one work will be best
- Provide informal and formal assistance to tutors, including professional learning for tutors
- Match tutors with students appropriately.

#### Timetable each session

How you structure the sessions will depend on the type of program and the ages of the students. Older students may need sustained time on one activity with one tutor, whereas younger students may benefit from a variety of activities. A timetable may include time for

focused one-to-one individual or small group study, whole group recreation activities, and a healthy snack break. Display the timetable in a prominent place and provide students and tutors with a copy.

#### Materials and resources

Having a stock of materials and resources will reduce disruption to learning. Resources may include:

- reference books such as dictionaries
- sample set texts for different year levels
- readers, magazines, newspapers
- materials for developing maths skills e.g. MAB blocks
- educational games
- VCE study designs, past VCE exams and VCE study cards
- general stationery.

#### Activities file

Establish a file of activities including skills development tasks and worksheets suitable by subject, grade and language level to cater for all student levels. Encourage tutors to share any resources and contribute these to the activities file. A wide range of suitable worksheets are available online. It is a good idea to focus on Australian-based sites to ensure consistency of language and relevant curriculum links. If you have access to computers, set up a folder on a shared drive or create an online space for your tutors (e.g. wiki or Facebook) to post teaching and reference materials.



Find activities ideas here

<http://www.cmy.net.au/sites/default/files/Ideas%20for%20Homework%20Club%20Activities.pdf>

#### Access to technology

While access to computers in an OSHLSP is useful, it is not essential. Many students are provided with or lease laptops or tablets from their school and may bring these along to your program. For this reason, choosing a venue with Wi-Fi access may be advantageous. However, having no access to technology can allow students to focus on hands-on tasks, spend time talking through exercises with a tutor and practice practical skills such as using a dictionary. A wide range of resources including posters, games, flash cards and language learning kits can be borrowed or copied from the Languages and Multicultural Education Resource Centre (LMERC).



For more information visit

<http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx>

#### Student wellbeing and engagement

##### Supervising students

To ensure you meet your duty of care it is important to consider ratios of students to adults when planning sessions. Primary students need a lower ratio of students to adults than secondary school students. However, all students attending your program must be supervised at all times. Ensure you plan for times when you have fewer tutors, for instance during university exams.

Primary school students should only leave the program early with family permission, or with a designated parent or carer. Families or the emergency contact should be notified if a student leaves early without permission. A minimum precaution for secondary school students is to ensure carers read, understand and sign a form that stipulates families' responsibility for students once OSHLSP finishes.

Having students and tutors record their attendance will create an orderly beginning and end to the session and enable you to keep track of attendance. It is vital to have a record of student attendance in the event of an emergency evacuation. Attendance data can also be useful for evaluating the program, and provides key information for applying for grants and reporting to funding bodies.

##### Grouping students

As a general rule, it is best to separate students into groups based on age or year levels because these factors often result in different learning needs. One-on-one or one-on-two tutoring is most effective for optimal learning but larger groups can work well for social and recreational activities, or exam revision.

How students are organised and grouped in the OSHLSP can be influenced by:

- availability of tutors and their expertise

#### Reflections from a Coordinator: Jessica Thompson

Settlement Worker at Migrant Information Centre

##### Communicate with school staff

Communication with volunteers and staff at the school or local library where you are holding the program is really important and vital to ensure the smooth running and effectiveness of programs. Good communication ensures everyone feels valued and like they are making a meaningful contribution to the program. Having school staff on board helps you know about what students are learning in the classroom, and areas of weakness and strength that you can work on with each individual student. Always be open and approachable, listen and respond to concerns, but overall, have fun with the program!

##### Homework club can sometimes be messy

Students have had a long day in the classroom and are not always keen to sit through a session focusing on homework! Although you may have a number of wonderful ideas in your head of how it will run and go, be open to adapting the program to how the day turns out. Having fun with homework and being flexible is key. Hands on learning incorporating games helps makes learning fun. Allow time for students to run outside for a bit and have some snacks if you are at a school at the end of the day.

##### The work is rewarding

Working with students of culturally and linguistically diverse backgrounds is so rewarding! I love talking with each individual student, meeting them with where they are at not where they should be, and journeying with them on a weekly basis. Over the years I have seen amazing progress and achievements among the many students I have been privileged to know. The best things have been when I bump into students many years later and learn that they have finished tertiary education and have employment that they enjoy. You get to rejoice with those who are rejoicing, though the journey is not without its challenges along the way.





- the kind of program you are running e.g. one-to-one homework assistance or an English language and literacy focused program
- age and year levels plus ability levels across subjects
- degree of engagement or disengagement with schooling
- English language level
- commonality of needs e.g. a number of students need assistance with a particular assessment task or homework assignment
- the physical space and resources you have available.

Student needs will regularly change. It is a good idea to know your tutors' skills, so you can find the best person to offer support when specific help is required. Brief and debrief tutors before or after OSHLSP sessions to keep everyone informed of changing needs, and to help them feel supported to meet them.

### Student wellbeing and engagement policy

Creating a student wellbeing policy is one way to ensure a focus on positive student engagement. Such a policy sets out a framework that describes the responsibilities and behaviour expectations of everyone involved in the program including the coordinator, volunteer tutors, students and the student community. Many schools now have student engagement and inclusion policies to help schools implement effective approaches with students that promote care, respect and tolerance and prevent and manage challenging behaviour.

The Victorian Department of Education and Training offers many resources that can assist you to develop a student engagement policy for your program that promotes positive student behaviour. These include guidance on how to respond to challenging behaviours. The emphasis in engaging students should be on creating a positive atmosphere in the OSHLSP, and on tutors modelling and developing positive behaviours.



Visit the website for more information

<http://www.education.vic.gov.au/school/principals/participation/Pages/studentengagementguidance.aspx>

Creating mechanisms to facilitate reporting to families and schools about students' progress can support student engagement. It can also facilitate collaboration

between families, schools and OSHLSP in order to maximise the impact on the students.

One way to promoting good student engagement is to ask the students to help you outline young people's rights and responsibilities and the expectations of how students and tutors will work together respectfully.

Coordinators can work with tutors and students to establish an agreement, which should be displayed in a prominent place during the program session. Agreements can be reviewed and updated as often as required. Coordinators and tutors can also refer to the student agreement if they require a reminder of what they have agreed to.

It is important that everyone is aware of the policies and procedures at each OSHLSP. We suggest that you:

- explain rights and responsibilities of students, families, tutors and staff at induction sessions
- provide tutors with tips on managing behaviour, with an emphasis on promoting positive behaviours
- if needed, go through basic conflict resolution strategies with students
- brief tutors on particular students who may display challenging behaviours and suggest strength-based strategies to implement
- make tutors aware of the limitations of their role in dealing with serious incidents and the process for referring these to the coordinator
- any incidences of racism, sexism or bullying must be referred to the coordinator immediately
- ensure that any action taken in relation to behaviour is documented
- provide support and debriefing opportunities to tutors at the end of a session or end of term to gather information and concerns and to reflect upon policies
- regularly review the student agreement and any practice and procedures for managing student wellbeing to see if changes or further support are needed.



### Case Study: Hume Homework Club Network

The network was started ten years ago by Hume City Council, and for the last eight years Banksia Gardens Community Services has been the lead agency in its coordination.

#### Aims

Over 10 years the Network has gone through several changes, with some ups and downs in activity levels, but the broad aims of the network have not changed:

- provide an avenue for homework clubs in the Hume LGA to link together and support each other
- share ideas and offer suggestions to each other for solutions to common problems
- hold local training and events for those involved in homework clubs
- lobby for greater recognition and resourcing of the homework clubs at the local level
- have a clear picture of the homework clubs currently operating in the local government area and what potential gaps there are.

#### How it works

The network meets once a term to share current activity updates and to keep up-to-date with developments in the field. Updates at these meetings also help maintain an up-to-date list of the current homework clubs in Hume. There is always time in these meetings set aside for organising and planning the next event to be held by the network.

These events fall in to two main categories: Training for those involved in the field, and an annual thank you event for volunteer tutors involved with homework clubs in Hume.

#### Achievements

By far the most successful achievement of the Hume Homework Club Network has been the training workshops, which have been consistently well attended. These have covered a variety of topics including maths, games to promote oral language, working with students learning English as an additional language, educational games and more.





## 4: Engaging the community

It is vital to build strong relationships with others involved in the lives of the children and young people attending your program. Linking with schools and families can be very beneficial but developing strong and meaningful links will take time and planning. Schools and families are not always easy to make contact with and already have many priorities, but their involvement can significantly improve the outcomes of your program if they are able to engage. Thinking through how you can link with them in a way that acknowledges their workload and existing responsibilities, and that builds trust and credibility will help you decide how to approach them.

### Strategies for community based programs to engage with schools

Successful OSHLSP have close links with students' schools. Making these connections may be challenging when programs cater for students from different schools but it is worth considering. Face-to-face contact may not be possible, however providing a written update to schools each term may be. Some programs ask teachers to complete a referral form for students that suggests areas for students to focus on. Using such a form can be a great way to open up communication channels.



*Enlisting the assistance of [students']... classroom teacher is also important. They help encourage and remind them to attend each week and often make suggestions for topics to cover. It's great to have multiple adults looking out for these students.*

Nadine King, Coordinator of Eastwood Learning Club

Consider privacy and confidentiality protocols of your organisation and the school before discussing students and recording information. Talk with relevant school

staff to develop a protocol between your program and schools, and ensure volunteer tutors understand this protocol even if they are not involved in direct communication with a school.

Gaining the support of the principal and/or another key member of the school leadership team is vital to establishing good communication with a student's teachers. Consider the strategies depicted in image 1. to ensure any system set up for liaison with a school is simple and time efficient for everyone.

### Strategies for schools to engage with community organisations

Volunteer recruitment, attendance and retention are often significant challenges for school run OSHLSP. Partnering with community organisations allows schools running programs to address these to a larger degree than if operating independently.

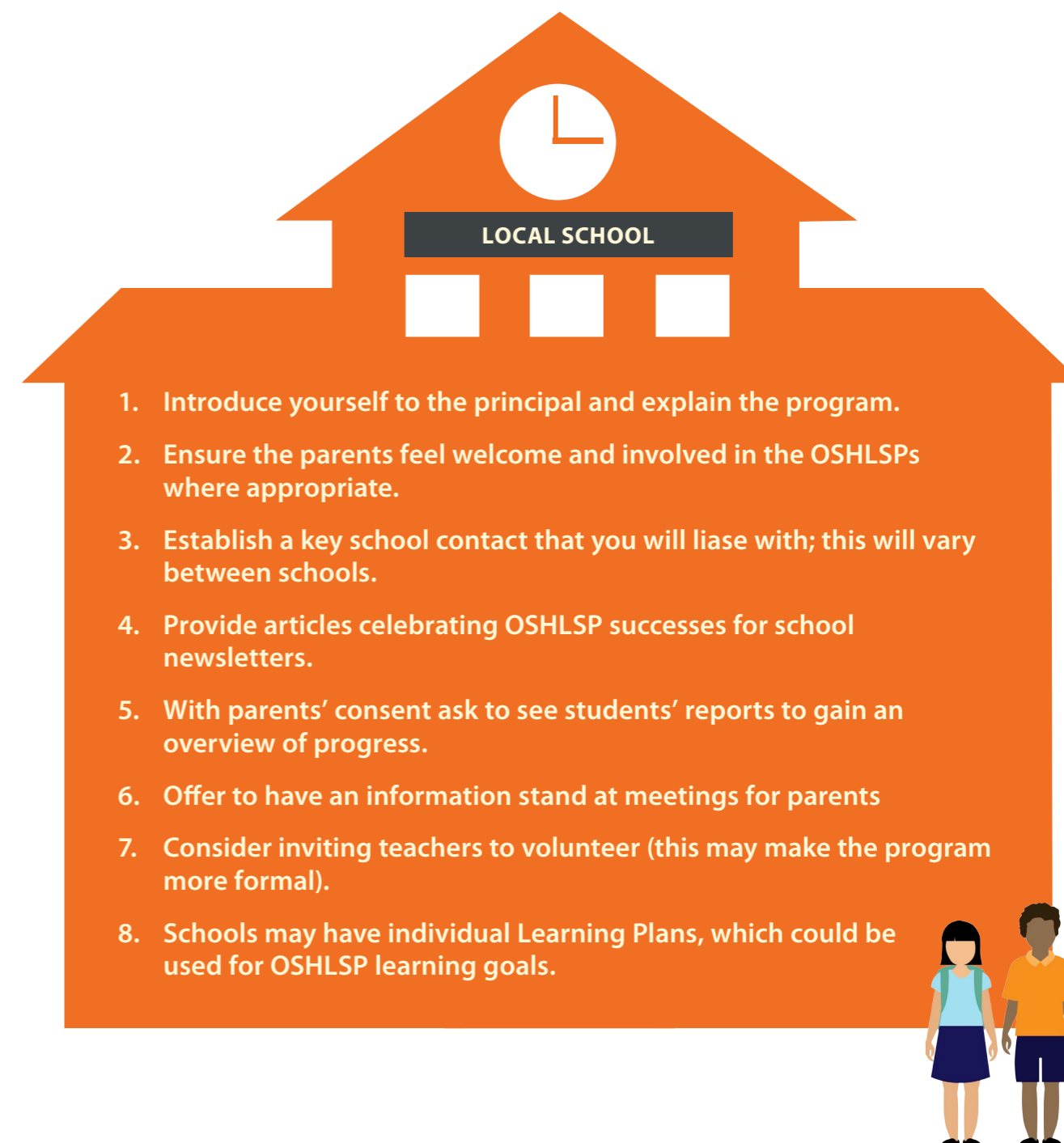
Community organisations can help schools attract students, recruit and retain volunteers, resource programs and build communication between the teachers and OSHLSP tutors around individual student performance and needs. Partnership can bring its own challenges so requires dedicated staff time to forge relationships and build systems

You could try:

- Speaking to other schools in the area
- Asking wellbeing staff if they already have relationships with organisations that schools refer students to
- Contacting CMY for assistance in finding and linking up with partners
- Checking out CMY's OSHLSP map to see which organisations are already involved in running OSHLSP in your area: <http://www.cmy.net.au/homework-clubs>

Partnerships can assist schools to address the gaps in learning support more sustainably and therefore reach more students.

Image 1. Strategies to engage with schools





## Strategies for engaging with families

Families can learn more about how to support their student's educational needs by engaging with an OSHLSP. For newly arrived families exposure to OSHLSP can help to develop their understanding of the Australian education system and the different kinds of learning activities that students complete in schools.

For some families, engaging with the less formal OSHLSP environment can be a stepping stone to further involvement in their child's school and the local community. By seeing tutors working with their child (modelling one-on-one interaction compared to a teacher running a whole class), they may become aware of strategies they could use to help with their student's school work at home.

Families can also play a role in promoting the program within communities. The more they know about the program and the more involved they feel, the more likely they are to actively support the program and coordinator. Consider offering opportunities for suitable family and community members to perform important roles at your OSHLSP. Ensure standard volunteer recruitment processes are still undertaken for these roles.



For more information about how schools can engage culturally and linguistically diverse families please see <http://www.cmy.net.au/publications/opening-school-gates>

## Ways of communicating with families

Different communication strategies will be needed depending on the nature of the families you are working with. Drop off and pick up times can provide great opportunities to talk with families. Make time to introduce yourself, and chat informally to help family members feel welcome and comfortable at the OSHLSP.

Programs based in a school may consider enlisting the help of Multicultural Education Aides (MEAs) in their communication with families. You could discuss the possibility with your key contact or the principal. Community organisations may have bi-lingual workers who could assist. Be aware that any tasks you ask them to do must fall within their job description.

It is important to find out how families wish to receive notifications about the program – some families may prefer email contact or text messaging, some may need

an interpreter. For families with low English proficiency telephone contact in their first language may be more effective and for some families, notices sent home may need to be translated into their first language. This service can be costly so ensure you account for this in your grant submissions and annual budget and consider in-kind contributions from partners to cover this cost. If you have either a formal link, or even simply a good relationship with a school, you may be able to benefit from funding that the Department of Education and Training Services allocates to schools for translations and interpreters.

## Induction for families

Providing an induction session for families at the beginning of the year serves a number of purposes:

- Explain the purpose and goals of the program
- Talk about the day-to-day running and respond to any questions
- Introduce families to tutors
- Outline the rights and responsibilities of students, tutors and parents
- Invite families to attend sessions and suggest ways they might become involved
- Complete formal registration procedures and check contact information.

Families may feel more comfortable with an informal interactive format that encourages discussion rather than a lecture format. Allow time during the session for families to say what support they would like and to suggest ways they might become involved. Serving refreshments can help to create a relaxed atmosphere.

## Involving families in your program

The CMY publication Opening the School Gate has practical suggestions for schools to engage with families. Some of those suggestions would be applicable to community organisations also. However, the suggestions in the diagram are written with community based OSHLSP in mind, which may not be connected to a school.

## Ideas for involving families in an OSHLSP





## 5: Staff and volunteers

### Program Coordinator

An OSHLSP needs someone to coordinate, organise and supervise the ongoing running of the program. This role involves a range of tasks including:

- liaising and building partnerships with schools or community organisations
- nurturing relationships with young people and their families
- recruiting, screening, training and supporting volunteer tutors
- making sure there are tutors available for sessions
- keeping records and supporting other day-to-day administration for the program
- monitoring program delivery and quality, including risk management
- implementing program evaluation.



For a position description template please see:  
<http://cmv.net.au/homework-club-resources>

Given the amount of work and level of responsibility of this role, it can be hard to properly coordinate a program as a volunteer in an ongoing way. It is recommended this is a paid position and there are grants available that would enable even small organisations to fund a position. CMY can provide support to make funding applications.

There are, however, clubs that are run entirely by volunteers and have no paid program coordinator positions. If your program would like to pursue this option, consider sharing the responsibilities across more than one person. There also need to be plans in place for times when the coordinator is unable to attend the program – i.e who is available to fill in during a session? If no one is available it is necessary to have a clear communication process to notify students, families and tutors that the session is being cancelled.

### Coordinator hours

A general rule is that for every hour of program delivery the coordinator will require twice that amount for administration and planning time. For example a one-hour program will require at least two hours of

administration and planning time. Allow even more time in the first three months of a new program; at least one full day for a single session program.

The number of hours provided to a program coordinator will depend upon the size and breadth of the program. Greater efficiency can be gained when the hours required for a program coordinator's role are combined with hours required in other projects. However, it is important not to underestimate the time needed to establish an OSHLSP and to factor in the additional time it takes to obtain funding and recruit and manage volunteers.

### Reflections from coordinators

Getting advice from people in the same role as you can be invaluable. Here are some reflections from three OSHLSP coordinators: Nadine King, Eastwood Learning Centre; Angie Drane, Dixon House Neighbourhood Centre; Michelle Dybing, Mitcham Primary School.

**Q: If you could give one piece of advice to a new coordinator, what would it be?**

**Nadine:** Planning open ended activities that students of all ages can access makes preparation time fuss free and smooth. I plan the same task for all students, however my expectations are different based on their ability and English knowledge.

**Angie:** Take the time to know the tutors so you can make a better student match and support their needs as volunteers.

**Michelle:** Keep your program fresh and change it according to the needs of your students. Be well prepared, because good preparation ensures a quality program.

**Q: What do you wish you had known before you started as a coordinator?**

**Nadine:** How much fun it is! My students all love coming; there's a real buzz in the room each week. Their parents are happy as their children are happy.

**Angie:** That communication with the students' classroom teachers is vital and often difficult to have.

**Michelle:** You can't really cancel the program for a week if something comes up or if you're sick, because the children and families don't always understand that it is not on and it is guaranteed that even if you send notes home someone will turn up.

### Volunteer tutors

Volunteers contribute an enormous amount to the support of newly arrived young people in a variety of programs across Victoria. Without volunteers many programs could not function. Research conducted by Volunteering Australia, The State of Volunteering in Australia 2016, shows that volunteers enhance efficiency and effectiveness of programs, bring new insights to the work and enhance the positive image of organisations.

To support recruitment, retention and supervision it is important to have the necessary systems in place. The National Standards for Volunteer Involvement outline best practice in managing volunteers in general and more follows that is OSHLSP specific.



National Standards for Volunteer Involvement  
<http://www.volunteeringaustralia.org/wp-content/uploads/National-Standards-Documents-FINAL-3004.pdf>

### Finding volunteer tutors

Being clear about the type of students the OSHLSP will support, and the time and location of the program, will help determine the type of volunteers you may require and who are more likely to be available. For example, if the program supports upper high school students, you will need some tutors with specialist knowledge and a degree of familiarity with VCE requirements and study designs. University students are often ideal for this role. You also need to be clear about your program's goals and how tutors will help you reach them. Once you know the profile of the tutors you want, choose recruitment avenues that will most efficiently reach them.

Finding and retaining sufficient tutors with the skills and knowledge to work well with children and young people can take time. Allow extra time in the initial phases and regular time in a coordinator's ongoing role to work on recruitment and retention of tutors.



*"I love that I can help fill in the gaps in learning that some of [the children] have and seeing the delight on their faces when you walk in the door."*

Pauline, personal communication 2015

### Word of mouth

Word of mouth works best when current volunteers feel happy and supported at the program and want to tell others about it. Word of mouth can be supported by:

- providing flyers for volunteers and colleagues to pass on
- using social media sites such as Facebook to allow existing volunteers to promote the program (ensure you have social media and cyber-safety protocols in place)
- inviting former students to be involved as volunteers.

### Partnerships that assist recruiting volunteers

Developing partnerships with organisations that already recruit volunteers is a very good strategy if their promotion and recruitment process can be extended to include your program. Volunteer Resource Centres (VRCs) have a particular focus on assisting others with the recruitment and management of volunteers.

### Volunteer websites

Many local governments interact with and recruit volunteers and some have volunteer-matching services on their websites where you can post volunteer vacancies free of charge.

On other sites, prospective volunteers are able to search for volunteer opportunities by postcode, type of opportunity (e.g. youth, education, multicultural), or keyword. These sites include:

- Go Volunteer
- Volunteering Victoria – for member organisations only, there is a fee involved

### Tertiary institutions

Developing a formal arrangement with a tertiary institution can take time, but for many programs it has resulted in an ongoing source of new tutors. Teacher training institutions in particular can be a good source of volunteers and some OSHLSP offer placement opportunities for teaching students. Discuss the possibilities with course conveners and students or circulate volunteer opportunities by email, on student social media sites or through hard copies on student noticeboards.

Approaching Teaching English to Speakers of Other Language (TESOL) courses can be worthwhile, as many OSHLSP provide an opportunity to put TESOL training into practice without going overseas. Retired teachers or teachers on extended leave may also become involved as volunteers.





### Young people as volunteers

Some OSHLSP models use peer tutors – these are tutors who are close to the student's age, such as secondary school students tutoring primary school level, or tertiary students assisting secondary school students. Some schools have community service programs for older students to undertake peer tutoring at an OSHLSP. Some programs also make effective use of former OSHLSP students as tutors. CMY offers tailored training sessions for peer tutors to assist them with developing tutor strategies and cultural competence.



To organise training events see:

<http://www.cmy.net.au/education-training/development>

### Recruitment process

Having a transparent and efficient recruitment process will increase the likelihood of engaging high quality and committed tutors. Recruitment provides a good opportunity to ensure candidates are clear about the level of commitment required, skills needed and expectations of the OSHLSP.

A rigorous screening and recruitment process involves various forms of documentation and processes, as outlined below.

1. Develop a clear position description
2. Use a documented volunteer selection process
3. Decide on a system for processing and filing applications in a manner that complies with privacy legislation and respects privacy, (e.g information received from Working with Children Checks must be stored in a secure location and only made available to authorised staff).
4. Develop a 'volunteer application pack' of relevant forms and documents, your pack could include:
  - » A thank you letter for their interest in becoming a volunteer, including information about the program and the volunteer selection process
  - » The position description, which can be adapted to suit
  - » A volunteer agreement including a statement of tutor rights and responsibilities and/or a Tutor Code of Conduct
  - » Working With Children (WWC) check and Police Check forms, or information on where to find them

» Information related to the OSHLSP policies and procedures.



Samples and templates are available from CMY's website:

<http://cmy.net.au/homework-club-resources>

### Screening volunteers

Screening prospective volunteer tutors requires making a judgment about a person's suitability for the role. It requires assessing personal qualities and motivational fit. Screening and recruiting volunteers will be made easier if you are organised and have formal procedures, which are transparent to everyone involved.

It is important to consider a potential volunteer's attitudes towards race, gender, sexual orientation, religion and young people themselves. Volunteers need to celebrate diversity and be supportive of children and young people. It is essential that your volunteers demonstrate an attitude of respect towards children and do not have authoritarian attitudes towards them. In this way you will create an environment which supports the students in a relaxed way and encourages their connection to learning.

### Interviewing applicants

Conducting face-to-face interviews is good practice; these can take the form of one-on-one or group interviews. Communicating expectations in the formal manner of an interview will ensure volunteers understand the level of commitment required, which is important as unreliable or unsuitable volunteers take a lot of time to manage. Having said that, it is good to strike a balance between following procedures and being welcoming!

### Checking references

It is important to ask for and check references of volunteers before appointing them. Referee reports provide further assurance from others that the volunteer is suited to undertake the role and should be an integrated part of the recruitment process, not an after thought.

The Royal Commission for Institutional Child Sexual Abuse recommends three reference checks be conducted for anyone working with children, two professional and one character reference and that specific questions be asked about suitability to working





with children. This can be difficult for newly arrived volunteers or young people, in such cases you will need to find a solution that satisfies your requirements and is responsive to the candidates' circumstance. A possible alternative is to allow two character references and one professional. Character references could include lecturers, religious leaders, coaches and the like.

Ask tutors to provide referees who you can contact by telephone. Written references can not give you answers to your specific needs and situation. When checking a reference, remember to include child safe questions and ask: "Is there anything that we haven't covered and you think that we need to know when considering [the applicant] for this role?"

#### Sample interview and reference check questions

Conducting both interviews and reference checks enables you to gain a perspective of the attitudes prospective staff and volunteers have towards the role and the people they will be working with. Reference checks should combine direct questions with the space for referees to indicate if they have 'unofficial' concerns. It is useful to give context around the questions you ask referees by explaining the role. It is also a good idea to specifically outline the use of child safe questions as part of child safe recruitment procedure you ask of all referees. Below are example questions you can tailor to your requirements.

#### Police Checks

Police checks are a record of an individual's criminal history. They will include any finding of guilt by a court

Interview	Reference check
<ul style="list-style-type: none"><li>• Tell us about yourself and what attracts you to the program.</li><li>• What are 3 strengths you will bring to the program?</li><li>• The success of the program relies upon volunteers attending the sessions, can you commit to attend weekly sessions for at least a term/semester?</li><li>• Can you give me an example of a time you have demonstrated ongoing commitment?</li><li>• Can you explain what you enjoy about working with children or young people?</li><li>• What would you do if you felt another tutor was forming a relationship with a student that was outside the boundaries of the tutoring role?</li><li>• What child safety measures would you expect us to have in place?</li></ul>	<ul style="list-style-type: none"><li>• From what you understand about this role does (CANDIDATE) sound like a good fit for the role?</li><li>• What transferable skills or knowledge from their previous work do you think they would be able to bring to this role?</li><li>• What is your understanding of the candidate's knowledge and or experience of working with migrant and refugee young people?</li><li>• How has the candidate demonstrated their creativity and flexibility in a work setting that you have observed?</li><li>• Would you be comfortable to employ this person to work directly with children and young people unsupervised?</li><li>• Were there ever any concerns about how this person interacted with children or young people?</li><li>• Would you employ this person again? Why/Why not?</li></ul>

against a person. This means that a police check will include all offences, whether they are relevant or not to the position for which you are recruiting. A police check enables recruiters to check for issues such as trust around financial responsibilities and violence related offences. It is current as of the date of issue, it does not include any ongoing notification of offences that take place after the date the check is issued.

Let candidates know that not all offences are grounds for rejecting their application and in a one-on-one interview it is good to explain that you will be conducting police checks and allow the candidate to declare any offences prior to the check being conducted which you can then discuss.

#### Working with Children Checks

The purpose of the Working with Children Check (WWCC) is to screen a person's criminal record history and professional conduct records going back over their lifetime, in order to help organisations protect the children in their care from abuse. However, the WWCC is just one step organisations must take to keep children safe.



For more information see :  
<http://www.workingwithchildren.vic.gov.au/>  
<http://www.workingwithchildren.vic.gov.au/home/resources/legislation/legislation>

For organisations working with children, the Working with Children Act 2005 and the Working with Children Regulation 2006 stipulate that any person regularly working or volunteering with children (anyone under the age of 18) and who is not directly supervised, needs to obtain a WWCC.

This means that in an OSHLSP setting, in which a volunteer works with children regularly and is not directly supervised by another person, it is a legal requirement that all volunteers obtain a WWCC. An organisation that engages a volunteer without a current WWCC faces large fines.

**A volunteer should not start working unsupervised until you receive the confirmation of a valid WWCC Check.**

When a volunteer submits their WWCC application online, they will receive a receipt. Volunteers may start volunteering once they have submitted their WWCC application, provided they have shown you the receipt first. The volunteer should not work unsupervised until you receive the results of the full check, which normally takes several weeks. Coordinators should keep a copy of the full WWCC of the volunteer on file, which must be stored in a secure and private location.

If a volunteer already has a current WWCC they do not need another one. However it is NOT enough to just see their card. The volunteer must complete and lodge a WWCC Change of Details form to nominate your organisation/school. This ensures that if any new information related to harm or mistreatment of a child is detected, your organisation will be notified.



The form is simple and available online:  
<http://www.workingwithchildren.vic.gov.au/home/cardholders/update+your+details/>

#### Child safety and recruitment

It is essential your procedures uphold child safety standards. Childwise, an organisation that specialises in the prevention and reduction of sexual abuse and exploitation of children, states that:

*"Child sex offenders will target organisations that are unaware of the risks and dangers of child abuse. They*

*will also be attracted to organisations that conduct little or no screening and those that provide opportunities to make contact and be alone with children"*

*Childwise, Choose With Care: A handbook to build safer organisations for children, 2004.*

While it is not possible to completely eliminate all risks to children in a program, there are a number of important procedures you can undertake to minimise the risk of a child offender becoming involved with your organisation.

You should encourage 'self-selection' as much as possible by providing information about the requirements of the role, volunteer responsibilities and boundaries so that only suitable applicants apply. From a child safety point of view, this is your first opportunity to deter any potential perpetrators of abuse by including strong statements about your commitment to child safety. Remember, perpetrators of abuse to children and young people deliberately target organisations with less stringent screening procedures.

Developing a formal process for recruitment with detailed selection criteria, and statements about your commitment to child safety, will make it easier to tactfully reject an unsuitable candidate and your OSHLSP will be less likely to be considered a 'soft target' by sexual offenders.

**Remember, perpetrators of abuse of children and young people deliberately target organisations with less stringent screening procedures.**

#### Managing Volunteers

It is important to keep records for each volunteer with their contact details, signed position description, notes on reference checks and verified WWCC. These records should be kept secure to ensure privacy. They can also include any particular skills or qualifications that may be of use to the program going forward.

#### Induction

It is good practice to make sure that all volunteers who successfully pass the screening process go through an induction process before taking up their role. This will





give them a better understanding of how your program works and the expectations of the tutor role.

Inductions can include the following activities and conversation topics:

- background to why the program started
- expectations you have of the tutors, such as level of commitment, punctuality
- basic tutoring tips such as showing students how to do a task, not doing it for them
- discussion about EAL students, working with refugee/migrant students and cultural awareness
- how a session is structured and other routines
- discussion about support available to volunteers from coordinator
- safety and legal issues volunteers need to be aware of, including their 'duty of care' obligations and relevant legislation
- required protocols such as attendance checks and record-keeping
- relevant policies and procedures of your organisation, including Code of Conduct, an Information and Communication Technology Code of Practice, occupational health and safety procedures, and complaints handling mechanisms
- dealing with unacceptable behaviour – expectations and supports such as debriefing opportunities
- access to further tutor training opportunities
- child safety briefing.

### The 'buddy' system at Collingwood Homework Club

To support volunteers in their first weeks at homework club, Collingwood Homework Club introduced a 'buddy' system. New volunteers are paired with existing volunteers and they tutor together for the first few weeks. This not only helps new volunteers build their confidence in a comfortable setting, but also relieves pressure on those running the program.

### Training volunteers

Coordinators should discuss training opportunities with new tutors and create opportunities for learning. Coordinators may provide training to newly recruited tutors by giving background information on the young people and their learning needs, the specific role of the OSHLSP and tips for practical tutoring strategies to meet student needs.



For more information on the tutor training provided by CMY refer to:

<http://www.cmy.net.au/education-training-development>

And for skills support see Tips for Tutors resources:

<http://cmy.net.au/homework-club-resources>

CMY offers regular training for coordinators and tutors and has developed training packages to increase relevant skills. This training is usually provided free of charge to OSHLSP throughout Victoria and covers topics such as culturally responsive tutoring, strategies to support EAL students, creating a safe and supportive learning environment for newly arrived young people.

Sometimes the most powerful professional learning happens when small groups of colleagues share knowledge and expertise. Create opportunities for this to happen with an experienced tutor facilitating the session. You may be able to involve experienced teachers who can provide practical insights.

Referring tutors to community organisations for training is another strategy to support new tutors. Local Migrant Resource Centres sometimes provide regular training to professionals working with newly arrived young people, their families and community in a particular area.

### Matching tutors to students

Matching tutors and students appropriately is the first step to retaining tutors. When making decisions about matching tutors to students you will need to take a range of factors into account. Be alert to personal qualities such as empathy, patience, sensitivity to cultural factors, and willingness to adapt to changing circumstances and needs. Also allow for preferences and different skills sets for subject matter and year level. It is also important to have a mechanism for both tutors and students to come to you if a relationship is not working. Either party should be able to request a change without judgement as both the tutor and student need to be comfortable. Also consider if consistency of relationship is an important factor for certain students, who will therefore do better if they are matched with tutors who attend regularly.

Volunteers will need varying levels of support during their first weeks. Consider:

- pairing volunteers with an experienced tutor for the first few sessions
- allowing time to meet volunteers for briefing and debriefing before and after sessions
- taking time to assess what support they need in the way of resources, teaching tips etc.

Trained teachers will be of value to the program but a teaching qualification is just one factor to take into account when matching students and tutors. For example, a university student from a similar background to the student who has recently successfully completed VCE may be just as useful as a retired teacher.

*"I get as much out of the program as the children do. I have the opportunity to learn more about their culture, about the refugee experience and I feel that I am helping the children to prepare for their future learning."*

Tutor from Sunshine Harvester Primary 'After Hours Language Support Group.' CMY Program Evaluation, 2015

It is important to check in on students and tutors regularly to see if they are working well together. Casual observation and maintaining an open dialogue with tutors and students is the best way to do this. Offer additional support to tutors if they are facing a challenge.

If there is a tutor-student match that is not working even after additional support is offered, assign the tutor to a new role that is better suited to their skills.

### Supervising tutors

Providing ongoing support to tutors is important to ensure that tutors feel able to meet expectations and that students are getting the best out of their learning program. Supporting volunteers also gives coordinators confidence in their knowledge that tutors are doing well.

There are many ways in which coordinators can supervise and support volunteer tutors. Strategies may be dependent on the time and regularity that the OSHLSP operates. For example it may be easier to set up a more formal approach to supervision such

as monthly meetings with individual tutors where a program operates 4–5 nights a week. A formal meeting with tutors may include a discussion on the following:

- Does the tutor feel supported?
- Does the tutor understand their role and responsibilities?
- What tasks is the tutor undertaking with their students?
- Are there any challenges in meeting the students' learning needs?
- Does the tutor need more resources or materials?
- What are the positive experiences and 'gains' students have made because of the tutor's support?
- Is the tutor having any difficulties engaging with some students?

A more informal approach may be communicating with the tutor via telephone or email or even observing them on a regular basis throughout the program.

Where possible convene group meetings with tutors to share and discuss the program's successes and challenges. Often these meetings can be very positive for tutors and enhance their skills in engaging with students.

At these meetings you may wish to help tutors to:

- Discuss what is working and what is not working
- Brainstorm solutions to any problems
- Share resources
- Generate new ideas for the program
- Become involved in the decision making for the program.

Supervising tutors on a regular basis will also ensure that students' needs are being met and any risk of inappropriate behaviour can be monitored.

Embedding child safety in a supervision process not only elevates it as a standard issue but also normalises the process of bringing concerns to coordinators. A standard supervision process also enables coordinators to address concerns with particular volunteers in a less confrontational way that creating a separate process. As a volunteer, knowing this is part of standard supervision is also a powerful deterrent to engage in inappropriate behaviour.

### Student volunteers and peer tutors

Volunteers who are university students, and peer tutors who are older school-aged students, can be a great resource for younger school-aged students. However, it is important that they also receive support and supervision to ensure they fulfil their role. To do so it





is important to build relationships with the referring institution and to facilitate visits by teachers and student supervisors if necessary.

Additional ways to support student volunteers include:

- Enable them to tutor under supervision by an experienced adult tutor or teacher
- Offer to provide feedback to their teachers
- Offer them peer tutor training.

#### Valuing volunteers

A coordinator's workload is made lighter when OSHLSP can retain a core group of enthusiastic, experienced and committed volunteers who really feel they are an integral part of the program. Volunteer retention can be a significant issue for some OSHLSP, particularly those aiming for a one-to-one ratio of students to tutors.

Factors that may affect volunteer retention include:

- how welcome the volunteer feels
- the attitude the volunteer develops toward the students, the program, and the organisation they are

- recruited by
- how useful the volunteer feels they are when tutoring students
- how valued the volunteer feels about their work and contribution to that program
- whether volunteers are included in decisions about changes made to the program.

There are many ways to keep volunteers motivated and engaged. These include:

- ensuring volunteers are treated with the same respect as paid staff
- inviting volunteers to staff/team meetings
- asking for their feedback on program operations and involve them in program planning
- asking volunteers, once you have assessed their capabilities, to take on a new role or project that will improve your organisation
- supporting volunteers to do new tasks and do not assign them overly repetitive or menial work
- providing opportunities for volunteers to meet socially and get to know each other, for example film nights, fundraisers, or an end-of-term dinner.

*Recognition and reward play an important role in retention of volunteers. Simple ways to show appreciation of the work volunteers do include:*



#### Communication and debriefing

The importance of good communication and debriefing cannot be over-emphasised. It may be as simple as sharing a success story or it may be providing professional advice and support to a tutor who has had a challenging experience with a student. Make tutors aware of your availability and how to contact you. Think about ways to communicate with your volunteers to keep them informed. For example:

- send a text message or email to convey important information
- use a program noticeboard
- start a staff/volunteer newsletter
- try to make yourself available after sessions to debrief with tutors:
- share the debriefing responsibility with another staff member
- set aside times for group sessions where volunteers talk about their experiences and raise concerns and needs
- establish mentor and buddy systems.

*“Smile and listen to everyone because whatever they have to say is incredibly important to your learning and to their engagement.”*

Fiona Fenton, Winner of the Outstanding Volunteer Tutor: Regional, at the MY Education Awards 2015

#### Addressing performance issues

If there are concerns about a volunteer's performance the coordinator needs to review that performance with the volunteer within a reasonable time. Good practice is to discuss the issues with the volunteer, give feedback and support for changes to be made. Allow some time for those changes and continue to provide feedback so the volunteer has the opportunity to address your concerns. However, if behaviour does not improve, the coordinator has the right to terminate a volunteer tutor's involvement in the program on the basis of a belief that the individual has not fulfilled, or is likely not to fulfil, their role appropriately. In such a case, a volunteer tutor's services can be terminated, effective immediately. Coordinators should contact their local Volunteer Resource Centre (VRC) for additional support in managing specific incidences.



For additional support in this area check Volunteer Victoria's website in the section on Dealing with Conflict at:

<http://volunteeringvictoria.org.au/repository/dealing-with-conflict/>

List of Volunteer resource centres:

<https://www.volunteer.vic.gov.au/volunteering-support-in-my-area>

It is also a good idea to have an exit procedure for people who are voluntarily leaving the program. An exit interview gives volunteers a chance to give you feedback and can provide good information for you about what volunteers appreciate or wish to improve. It also gives you an opportunity to formally thank them for their contribution. Depending on their next steps you may also wish to write them a letter of recommendation or provide a certificate of service.





## 6: Engaging partners and participants

### Working with partners

Forming partnerships, both informal and formal, can be a huge benefit to your program. Partners can support financially, or provide technical advice, assist in contributing in-kind resources or actually collaborate in the delivery of the program as a whole. A good partnership takes time to develop and must include clear expectations as to each members' role and contribution. Partnerships can be both with organisations or with individuals.

When it is possible, try to build relationships with key people at the schools attended by the students in your program. Some people, such as administration staff, may be able to support in promoting the program while others, such as English as Additional Language (EAL) teachers or Multicultural Education Aides (MEAs), may be able to provide you with valuable feedback about student progress, encourage participation or provide tips on training tutors.

By working with a small group of organisations, others may be able to bring 'in-kind' resources to the program such as free access to a venue, or contribution of staff time. Such contributions can increase as people become more involved and committed. The goal is that everyone involved develops a strong sense of collective ownership of the program.

### Partnership roles and responsibilities

When an OSHLSP involves partnerships between a number of organisations, it can be useful to establish a more formalised schedule of meetings and identify one organisation to take the lead. Where representatives of partner organisations meet to oversee the initiative, the group is often referred to as a reference group, advisory group or partnership group. The name you choose is less important than ensuring the group's members develop mutual respect, trust and commitment to a common purpose, for example supporting the learning needs of the young people. For the purpose of this guide, the formal group of partners is referred to as a 'reference group'.

It is recommended that you document the different roles and responsibilities of various partners in a Memorandum of Understanding (MOU). As roles change over time, amendments can be made to such documents, through processes of mutual agreement.

Questions that all organisations involved should be able to answer

- Who has ultimate responsibility for the program participants?
- Who is responsible for funding?
- Who is responsible for volunteers?
- Who is responsible for the venue?
- Is there an MOU? If so, who is included in it?



For an MoU template please see:

<http://cmv.net.au/homework-club-resources>



*I wish I had known about the organisations that provide services to assist Out-of-School-Hours Learning Support Programs before I started as a coordinator. After I took up the role, I came to know about these organisations. Centre for Multicultural Youth supports Homework Clubs through programs like 'Learning Beyond the Bell'. Universities are interested in sending students and pre-service teachers to Homework Clubs for work experience. Volunteer tutors can be recruited through the Local Council and Volunteering Victoria. Partnerships with external organisations have strengthened the Out of School Hours Learning Support Program at East Preston Islamic College."*

Shanti Antony, Head of Teaching and Learning,  
East Preston Islamic College



### Funding support through partnerships

Beyond in-kind resources, some partners may have access to grants that your organisation is not eligible for. Working with others to submit funding applications involves a deeper level of partnership and should be undertaken only once a high degree of trust is





established. Getting management approval for any partnerships is essential for their success.



Refer to Finding Funding – Applying for Grants in  
<http://cmv.net.au/homework-club-resources>

## Promoting your program

Promoting your program is a good way to attract volunteers, students and possible partners. When promoting your program try to include information such as:

- who the program is for
- what kind of help will be provided
- where it will be held
- session times
- contact for more information.

The methods you choose to promote your program will depend upon the people or group you are targeting and the time and resources you have. Possible targets include schools, community agencies, specialist services, English language schools (for young people and for parents), neighbourhood houses, and community groups, particularly those operated by more newly arrived communities.

Remember if you are using photos of students under 18 years old in promotional materials, students and families will need to give informed consent. Also use caution when asking the media to cover your program. You may not be in control of the messaging of the resulting article. Media outlets have final say and editorial control.

## Promoting your program in schools

Some programs operate at a school, some programs service one or two schools, others will attract students from many schools which may not be geographically close. Due to such variances in the relationships between OSHLSP and schools, sometimes it may not be practical to develop relationships with the schools your students attend. However, when a link with schools can be made, it is a powerful way to increase referrals and to gain feedback from school staff (particularly English as an Additional Language teachers) about how students can be supported. If you are able to engage schools you can consider using the following methods:

- Have short meetings (teachers are always very busy) with key staff e.g. EAL staff, Assistant Principal, student welfare staff

- Make a presentation at a staff meeting
- Display information about your program on staff notice boards and in the foyer
- Include program information and your registration form in the school newsletter
- Promote the program on the school website
- Have a staff member and/or student speak about the program at a school assembly
- Ask if you can speak at parent information meetings for parents – remember you may need interpreters
- If the program is operated from school premises it can be useful to make a short presentation to a school council meeting to ensure the management of the school is made well aware.

## Promoting your program in the community

Use community contacts and venues for attracting students and volunteers and securing support. Speak about your program at regional network meetings of workers in relevant sectors and at local forums Join 'e-news' network lists related to education, children, youth or family services and promote your program through them. List your site on CMY's map of OSHLSP in Victoria. Email [education@cmv.net.au](mailto:education@cmv.net.au) to include yours.

## Promotion methods

Word of mouth 	Can be the most effective means of promotion so keep talking to people in groups and organisations listed above.
Letter, email, flyer or brochure 	A simple brochure about the program can be distributed in hard copy, by email and through websites and social media. Make sure a brochure is written in plain English so it is easy to understand. If you have the resources to do so you could have the flyer translated into the major languages of the students you think will attend.
Language specific radio and newspapers 	These can help you reach specific communities in their own languages. Radio can be particularly effective if communities have low levels of literacy. 3ZZZ Radio and 3CR are good places to start.
Posters 	Can just be a larger, simpler version of your brochure. Photos help. Remember you need informed consent to use photos of students.
Local newspapers 	Invite a newspaper to visit the program once it is established to publish a case study and photo opportunity. The story can list a contact and be used to attract new students and volunteers. Remember you need informed consent if the journalist wishes to use photos of students

## Case Study: The Yarra Homework Links Network

### Purpose

The Yarra Homework Links Network (YHLN) is comprised of a group of Homework Club Coordinators in the City of Yarra and some from the City of Melbourne who meet on a quarterly basis. YHLN provides a peer mentoring opportunity for Homework Club Coordinators to discuss issues, ideas and their experiences. Whilst there are a number of Homework Clubs in the City of Yarra, they are run by a wide variety of organisations. The YHLN meetings enable coordinators to share their knowledge about running Homework Clubs and build their expertise by learning from others' experiences.

### How it is run

The YHLN is run by a couple of volunteer coordinators who provide a meeting venue and put together the minutes and agenda each term. Everyone is encouraged to contribute to the agenda depending on what they would like to discuss – the chances are other people will also be keen to discuss them too! The conversation is relatively casual at the meetings, with the agenda items predominantly acting as conversation starters.

### Benefits

The YHLN benefits members by providing coordinators with support from their peers. It also greatly assists the development of coordinators networks, and can improve coordinators relationships with other support services and schools in the area. Discussing different approaches to the same issue enables coordinators to share ideas and helps to raise the standard of Homework Clubs across the board. Bringing coordinators together also provides opportunities to host activities as a network, for example Professional Development opportunities for volunteers, when a single Homework Club may struggle to have enough interested volunteers due to its small size. It also enables coordinators to visit other Homework Clubs and learn how they are run.

The YHLN provides the Homework Club community a great opportunity to come together to share ideas and learn from one another in a supportive and welcoming environment.





## 7. Evaluating your OSHLSP

Evaluating your program at regular intervals ensures the program continues to be relevant and responsive to the changing needs of your students, tutors and families. It is important to consider time requirements and budget for quality evaluation processes at the design phase. Planning an inclusive evaluation process provides the opportunity to listen to feedback on the program from all parties, gather evidence to assess its impact and demonstrate relevance.

### The evaluation cycle

Evaluation works as a simple cycle of actions:



Involving others in the evaluation process may increase their feelings of ownership of the program, increase their skills and confidence, and may decrease your workload. Consider:

- asking tutors and students for ideas about questions
- having tutors assist with interviews or focus groups
- involving an external person e.g. a university student undertaking a research project.

Be careful to take all ethical considerations into account, including the need for broad consultation, confidentiality and informed consent (this will need parent consent for students). Ensure the anonymity of those involved in case studies and interviews or those who provide other personal data, and clearly explain the purpose of the evaluation when asking people to be involved. Some people of refugee background may have had negative experiences with interviews

or participating in research so it is important to be sensitive to that and ensure the consent process is very clear and enables people to withdraw at any time. It is also important to acknowledge participants' time, including young people and children, in appropriate ways.

### Baseline information

To measure any aspect of the program you need to have a starting point or baseline. You can begin to collect basic student information such as:

- student attendance
- tutor attendance
- regular activities being undertaken between tutors and students.

You can also collect some student profile information as part of enrolling students. This can assist in describing the target groups your program supports. Most funding bodies want to know this information if you apply for a grant. It will also enable you to identify if the profile of students changes over time, which could mean you need to adjust the focus of the program. Information should include:

- age/year level
- school attended
- gender
- cultural background of student and/or family
- previous schooling experience and whether education has been disrupted
- languages spoken at home.

### Identify how you will measure your progress

Once you know what your program is trying to achieve, you need to define what signs you are looking for to know whether you are succeeding. What will be measured?

#### Quantitative data

Quantitative data deals with information that can be represented by numbers. Questions might include:

- how many students attend the program regularly?
- what percentage increase or decrease has there been in attendance since last year? (i.e. turnover rate)
- how many students are from an EAL or refugee background?
- how do students rate the usefulness of the resources provided?





- How do tutors rate students' attitudes toward tackling homework and learning tasks?

Data collection tools may include:

- student and tutor registration forms
- attendance records
- surveys that use a numerical scale
- student reports/test scores
- tools for monitoring student progress e.g. checklists of student skills at beginning of program and at end of a semester or year
- exit interviews with students and tutors who are finishing with the program.

#### *Qualitative data*

Qualitative data deals with words rather than numbers and includes descriptions of how people see, think and feel about the program. Qualitative information could include:

- group or individual student feedback – verbal or written usually, but can also involve art and music
- tutor feedback
- parent feedback
- teacher feedback
- other stakeholder feedback
- case studies.

Data may also include photos, quotes and comments from students, family members and tutors and examples of students' work. Don't forget to comply with privacy legislation if you use this.

#### *Things to consider when collecting data*

Invite feedback from young people, their families, tutors, schools, teachers and other partners or supporters. You can do this in a number of ways:

- ask people to fill in a quick survey
- hold a meeting/focus group or an informal debriefing session
- interview people individually
- ask for feedback at an end-of-term celebration.

The method you choose will depend on factors such as the time involved, the number of people you want feedback from and levels of English language proficiency and literacy. You may need to use interpreters to enable families to provide feedback. Make sure you are specific in the questions you ask so the feedback you receive relates to the objectives you set. Ask for general comments at the end so people can

raise their particular issues.

You will also need to ensure you have full and informed consent from those individuals from whom you elicit information. You should make it clear how you will use the information, if it will be presented anonymously, and that individuals can withdraw their consent at any time.

#### *Data Analysis*

Collecting quantitative or qualitative data doesn't necessarily help a program. Take time to decide what it is you want to know and what use this information will be. Collecting data without a reason can be time consuming and produce no apparent benefit.

Once you have questions about the program that you would like answers to, you need to determine the types of data required and how you are going to analyse that data to establish what is working and where improvements may be made.

Analysis questions can include:

- why have there been increases or decreases in attendance?
- why have tutors stayed at the program or left?
- how does the cultural or linguistic profile of program participants compare with the overall population of students or young people living in the area?
- is the program reaching those it was intended to? If not, why not?

Such questions will often relate back to how your program was designed, the procedures you set up and the target groups you originally intended to support. If there are variations between what was planned and what is actually occurring, it may mean the program needs to be altered. Alternatively it may mean the intention of the program changes to reflect that needs which may not have been apparent during the planning stages are now being met.

What you do with the information that arises in analysis should be discussed with your partners and ideally the tutors and students. Funding criteria may also influence what changes you need to make as a result of your findings. Grant agreements may also require specific information that should be reflected in your data gathering and analysis.

#### **Review feedback**

Review the feedback as well as other records you have been keeping to get a picture of how the program is

doing. Identify both what you are doing well and what you could improve upon.

Including tutors and students in this process is highly recommended. Involving others increases collective ownership of the program's successes and challenges and allows all involved to plan and work toward common aspirations for improvement.

Based on the feedback, identify how the program can better meet the needs of young people from refugee and migrant backgrounds. Talking about this with students and their families as well as partner organisations will help prioritise ideas for improvements.

#### *Make changes and plan for the future*

To complete the evaluation cycle, prioritise the changes you have identified and decide which can be achieved within manageable timeframes. Some improvements may be easy to do in the short term, while you might need a longer term plan for more significant changes. Restart the evaluation process to help you set new goals for the program. You may find conducting different parts of the evaluation cycle over a 12-month period easier to plan for.



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