

THE DEVELOPMENT, IMPLEMENTATION
AND EVALUATION OF A SCHOOL
VOLUNTEER PROGRAM FOR COWAN
HEIGHT'S ELEMENTARY SCHOOL, ST. JOHN'S

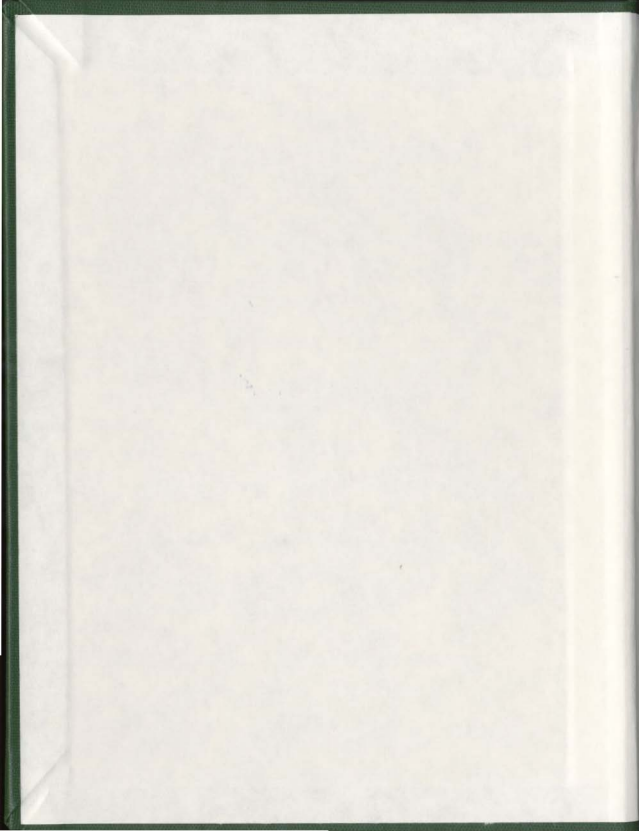
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THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION
OF A SCHOOL VOLUNTEER PROGRAM FOR COWAN HEIGHTS
ELEMENTARY SCHOOL, ST. JOHN'S



by
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A project submitted in partial fulfillment
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ABSTRACT

The purpose of this project was to develop, implement, and evaluate a volunteer workers' program at Cowan Heights Elementary School, St. John's.

The data for the project were drawn from (1) the writer's personal experience in working with volunteers in the school for more than ten years, (2) a study of the literature related to volunteerism, and (3) the use of questionnaires to assess the volunteer workers' program. The value of the volunteer workers' program was shown by administering questionnaires to volunteers, teachers, the Principal and a random sample of pupils from Cowan Heights Elementary School. The conclusions and recommendations are based on an analysis of these questionnaires, and the observations, interviews and comments of the people involved in the program. The volunteer program continues to function uninterrupted by this study and has been refined and improved as a result.

The conclusions of the study seem clear: the volunteer program improves the services offered and increases the community's understanding of the school program. The small number of classroom teachers willing to use volunteers in their program suggests the professional's tendency to be somewhat ill at ease with volunteers, but further orientation and trust-building might eliminate much of the reluctance which now seems to exist.

It will be shown in the course of this project that a

volunteer program cannot be decided upon one day and implemented the next. To have a successful program requires motivation on the part of the principal, the teachers and the volunteers so that a team relationship is built up and an understanding established so that the pupils are the beneficiaries.

The recommendations of this project are clear. The school personnel and the members of the community must develop a greater degree of trust in each other so that the needs of the primary participants - the students - are met in the most efficient way. School boards would be well advised to take advantage of volunteer help available to them to make this auxiliary service to the school the best they can provide at no extra financial cost.

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Chapter 1.

INTRODUCTION

The churches and other social service groups have known for years the potential of volunteer services. Despite Janowitz's statement that "public interest and involvement in volunteer work in education is not new" (1965, p. 6), it has not been until recent years, when monetary restraints have been most pronounced, that much attention has been given to this tremendous potential for the education system. Whaley (1973) remarks that

School districts now all over the country are recognizing that volunteers in education are capable of enriching the learning process and helping school personnel meet the needs of children as they grow and learn (p. 4)

Schools, like many other educational agencies, need additional staff to provide the services considered adequate to provide a well-rounded program. Through volunteers these services can often be provided. Volunteers bring special skills, sometimes professional in nature, but always from their special life experiences. They also are dedicated and willing to serve.

STATEMENT OF THE PROBLEM

The major purpose of this project was to develop, implement, and evaluate a volunteer workers' program for Cowan Heights Elementary School, St. John's. This school has an enrolment of 600 pupils and a teaching staff of 30.

SIGNIFICANCE OF THE STUDY

One of the anticipated outcomes of this study was the provision of a better, broader, more all-encompassing educational experience for the children of Cowan Heights Elementary School. Volunteers, properly trained and motivated, can provide services not available through provincial government grants. Volunteers should improve the present program to a point the regular staff might never reach, especially in library services. Because Cowan Heights Elementary school does not have a librarian, a Volunteer Program is a timely concept that, in a period of economic restraint, should bolster the confidence of both the teachers and the parents.

RATIONALE

The schooling of all children should be a community concern and the best way to understand the task of schooling is to become directly involved. Alert educators realize that the involvement of volunteers in the school program draws on the tremendous, often untapped, human resources of the community. The devotion of those volunteers is often greater than first anticipated, once they have committed themselves to the task. Gudridge (1972) suggests that volunteers would "bring more individual attention to disadvantaged

youngsters who desperately need help" (p. 3). In that same article she maintains that volunteers "free teachers from clerical, housekeeping and monitoring chores and enable them to teach full time" (p. 3).

Whaley (1973) says, "In an effort to meet some of the most pressing educational challenges of the last decade, schools throughout the nation have turned for help to one of the oldest traditions in American life - the tradition of volunteerism ... The concept of organized coordinated volunteerism in nearly every facet of school life is a relatively recent phenomenon" (p. 1).

One could speculate that the increased interest in volunteer involvement can first of all be attributed to the decrease in provincial government funding of education programs, and the soaring cost of education in school construction and labour. Growing demands for parent and community involvement, emphasizing individualized instruction, have also added to the increased interest in volunteer services. This supports the view of Carter and Dapper (1974) who say that

The range of volunteer activities in education today is as broad as education itself. There appears to be no school program - curricular or extra curricular - in which volunteers cannot be effectively used (p. 11).

The volunteer has now become, or is fast becoming, an essential part of the educational team. The following practical reasons make volunteerism necessary:

1. Soaring cost of education
2. Rising salaries of teachers
3. Growing demands of parents.
4. Increasing attention to individualized instruction
5. Declining enrolments (related to the provincial government's allocation formula)

LIMITATIONS

Personal bias will naturally be a factor in a study of this kind since the writer has been actively involved with school volunteers for several years. This could influence the results in the direction anticipated by the writer. Another anticipated limitation of the study is the attitude of the school faculty towards volunteerism. Finally, the volunteers themselves, with varying degrees of commitment towards volunteerism, could influence the final outcome.

DEFINITIONS

Volunteers

Volunteers are individuals who, dedicated to enriching school programs, give their time without remuneration, usually on a

regular basis. The volunteer may be old, or young, and is one who brings to the task his or her own unique personality as well as special skills.

School Volunteer Program

This is a program whereby volunteers, as described above, are organized to work together with the school staff to enrich the pupils' educational experiences, assist teachers and full-time support staff, and provide a stronger relationship between school and community. In essence, the program provides "... that extra measure of personal warmth that will enhance learning opportunities for students" (Lewis, 1978, p. 7).

The Volunteer Coordinator

The Volunteer Coordinator administers the volunteer program. This person works under the supervision of the school principal and in co-operation with the rest of the school staff.

METHODOLOGY

Population

The target area for this study will be Cowan Heights Elementary School, St. John's, under the jurisdiction of the Avalon Consolidated School Board and will include the Principal, teachers, pupils, and volunteers.

Instruments

The instruments to be used for evaluation were questionnaires administered to the Principal, teachers, volunteers, and a random sampling of pupils. The questions asked emerged from the review of literature. In addition to the questionnaires, observations were recorded and informal interviews were periodically conducted. Three areas to be evaluated by the questionnaires are objectives of the program, administration of the program, and volunteer performance.

ADMINISTRATION OF THE QUESTIONNAIRES

In early January, 1985, written questionnaires were given to

1. all volunteers involved in the program (Appendix J)
2. all teachers involved in the program (Appendix I)
3. the Principal (Appendix H)
4. a random sample of 36 pupils from Grades 1 to 6
(6 from each grade level - Appendix K and L)

For the volunteers, teachers, and Principal, the questionnaires were self administered, but the differences in age and ability of the pupils necessitated different methods of administering the questionnaires. The pupil questionnaires were administered by the school's reading specialist, who is not directly involved in the volunteer program.

DATA ANALYSIS

The information gathered as a result of this study was analyzed and tabulated to determine the viability of the volunteer program at Cowan Heights Elementary School. Since this study is mainly descriptive in nature, it did not involve any sophisticated analysis. The responses to the questionnaires showed the reaction of the participants in the program.

ORGANIZATION OF REMAINDER OF PROJECT

Chapter Two of this study considers the available related literature on school volunteerism dealing with the concept, with program development, implementation, and evaluation.

Chapter Three describes the volunteer program and its implementation at Cowan Heights Elementary School.

Chapter Four contains an evaluation of the volunteer program at Cowan Heights School based on the judgement of the Principal, staff, volunteers, and pupils.

Chapter Five includes summary, conclusions, and recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

A School Volunteer Program provides an opportunity for members of the community to participate in the educational process of the school and often gives volunteers an opportunity to fulfill a need in their own lives. For this program to be successful it must be well organized, carefully planned, and as well managed as any other successful business undertaking.

This chapter reviews some literature about school volunteer programs. The chapter is divided into four sections. First, it reviews literature that describes the aims of a school volunteer program and its benefits and drawbacks; second, it discusses steps in developing the program; third, it suggests ways to implement the program; and fourth, it considers the evaluation of such a program.

A limiting factor of the literature reviewed is that most of the research has been conducted in the United States, and, to a lesser extent, parts of Canada other than Newfoundland. Nevertheless, the many similarities that exist between these two countries suggest that the results may be applicable to our local setting.

AIMS OF THE SCHOOL VOLUNTEER PROGRAM

The aims of a school volunteer program are succinctly outlined by Margaret Jamer (1961). She maintains that the aims of the school volunteer program are

1. to determine ways in which volunteers can perform routine time-consuming, non-professional tasks so that the teacher may devote his energies more fully to the professional skills for which he has been trained.
2. to supplement the work of the teacher by helping individual children. The volunteer works under the teacher's supervision and guidance.
3. to explore ways in which volunteers can bring enrichment of the educational program to the children in the public schools and to provide services beyond the usual scope of the school for which personnel is not available...
4. to experiment with various types of organization in a volunteer program, develop procedures and prepare written materials which may prove helpful to other school systems.
5. to develop better school-community relations.
6. to inform citizens of the needs of the schools.

BENEFITS OF A SCHOOL VOLUNTEER PROGRAM

The benefits of a school volunteer program are many and varied. The fact that school boards, presently using the program, would be reluctant to cancel it suggests it is beneficial. Brock (1976) emphasizes the importance of parent volunteers: "Parents may assist the schools in many capacities. One popular area of parent volunteer service is the school library or media centre" (p. 17). Whaley (1973) becomes more practical in his assessment when he says, "You can't buy what a volunteer gives... The dollar savings to taxpayers are substantial" (p. 5). He goes on to say that volunteer services bring a new outlook, a different perspective, fresh approaches and a variety of talents to the school program. The utilization of volunteers allows the teacher more time for individual instruction. Jamer (1961) points out that

A large part of a teacher's classroom time is taken up with routine duties, unrelated to teaching, which can be satisfactorily performed with a minimum of practice by an intelligent volunteer.

(p.10)

In a similar study, Lewis (1976) argues that more time is available to the teacher to direct his energy and thought to the teaching day, if the teacher is relieved of some routine classroom chores.

DRAWBACKS OF A SCHOOL VOLUNTEER PROGRAM

While many school boards respond positively to volunteer programs, Whaley (1973) in a study using volunteers points out that certain problems were experienced by a number of school districts. He lists them as:

1. staff resistance to volunteers.
2. irregular attendance by volunteers.
3. high dropout and turnover rates among volunteers.
4. recruitment problems, particularly in low-income areas.
5. making sure volunteers are used properly.
6. inadequate communications.

(p. 9)

He concludes that the main drawbacks to the effective use of volunteers are school administrators, who are unsure of their control over volunteers; shy and insecure teachers; the teachers' union; and the issue of maintaining confidentiality of pupil records. Robinson et al. (1974) suggest that

Some volunteers may not keep to themselves information about difficulties which certain youngsters experience, but may discuss such problems with outsiders.

(p. 12)

Another criticism of a volunteer program is that a person may volunteer for the wrong reason(s). A parent may be interested only in his or her own child and with ready access to the teacher may seek to get special

favors for that child. A volunteer with an overbearing personality in this situation might cause extreme disturbance and chaos in the school.

DEVELOPMENT OF A SCHOOL VOLUNTEER PROGRAM

Careful planning before initiating a school volunteer program can mean the difference between success and failure. Experts have emphasized that pre-planning, coordination, supervision and direction are vital to an effective program.

The first step in developing a school volunteer program is to determine who will be involved. It is important to involve at the very beginning the administrative and professional staff by soliciting their support and help.

Key People in a School Volunteer Program

Principal - The principal is the key figure in the school. He is crucial to the success of a volunteer program. If he sees the program as beneficial to the total operation of the school, he will probably support it; if, however, he views the program as just another problem, he could very well provide blocks that could make the program ineffective. The other staff members might be very much influenced by the attitude of the principal. The institution of a volunteer program is usually the prerogative of the principal as is the designation of a

coordinator for the program. The principal might want to keep this responsibility for himself, but if he is receptive to the program this responsibility could be delegated to a person on staff who is enthusiastic about the program. In that case, most of the responsibilities for the program could be handled by a coordinator. Lewis (1978) suggests that to achieve maximum positive results in planning the program, the principal should take the following steps:

1. Discuss the program with the school staff and enlist their support.
2. Outline specific school procedures to be followed.
3. Assist in the identification of the types of volunteer assistance needed by the staff.
4. Establish program goals and objectives.
5. Make working space available to volunteers and provide access to staff lounge, restrooms, and parking facilities.
6. Study volunteer programs in other schools.
7. Meet with volunteers and staff to create a team spirit.
8. Assist in the evaluation of services performed by the volunteers.

(p. 55)

With the cooperation of a good coordinator, the principal's position could very well become a supervisory one only.

Coordinator - The coordinator's role will vary depending on the objectives set down by the school staff. The task is not an easy one. According to Ilsley (1981) "The role of a coordinator requires the

creative management of people, resources and opportunities, that is, an ability to inspire people to develop their highest potential and a propensity to discover, even create opportunities?" (p. 29)

A full-time volunteer coordinator is essential if the volunteer program is to achieve maximum success. Lewis (1978) lists the advantages of a full-time coordinator:

1. The volunteer coordinator as one person, is responsible for all the volunteer program activities.
2. Volunteers in the school can more readily be transferred from one job to another as needs arise.
3. Volunteers find identifying with one responsible person more receptive.
4. School administration usually prefers localizing the various parts into one authority.

(p. 73)

Lewis further suggests the following tasks for which the coordinator should be responsible: recruitment, placement, orientation, training, supervision, and evaluation.

Teachers - Teachers and teacher attitudes are perhaps the most important ingredients in a successful volunteer program. The preparation of staff for a volunteer program is a major consideration. The principal or coordinator should make sure that relationships between staff and volunteers are clearly defined. The staff should be reassured that volunteers could enable them to perform better their professional duties such as planning, instructing individual students and evaluating.

student performance.

The success of the volunteer program will in many cases be determined by the ability and willingness of the teacher to enter into a teacher-paraprofessional team relationship based on a commitment to improve the school experiences of the students.

Given the attitudes of many professional teachers towards volunteers, a training program for teachers might be necessary, if the volunteer program is to be successful. Lewis (1978) points out the importance of the school staff's welcoming and accepting volunteers. If volunteers are to serve effectively, they must feel wanted and a part of the total school team. This means the teacher responsible must take time to explain the school program, its expectations, etc. and he or she should also provide honest feedback to the volunteers. Lucas (1974) says, "The teacher delegates responsibility without abdicating responsibility" (p. 40). Carter and Dapper (1972) and Ilsley (1981) suggest that volunteers can be perceived by teachers as a threat. Teachers are used to conducting their classes behind closed doors.

Volunteers - To provide a strong volunteer program in schools, one of the major ingredients is the volunteer. The volunteer should be well informed and competent and should understand the role he or she is to fill. The job is voluntary, but the role is related to the professional task of educating children. The responsibilities are many. They are, perhaps, listed best by Lewis (1978) as follows:

1. Maintain a professional attitude of mutual respect and confidence.
2. Become familiar with school and classroom policies and practices.
3. Be dependable and reliable in fulfilling the assignment.
4. Provide feedback, suggestions, and recommendations to the school staff if these might increase the effectiveness of the program.
5. Accept the students as they are and not as the volunteer might wish them to be.

(p. 117)

Lewis continues by saying that such personal qualifications as being able to work cooperatively, possessing good communication skills, being likeable and friendly, having an eagerness to support the school program, are desirable in the volunteer. Whaley (1973) makes an important point when he notes that besides the benefits to education both volunteers and students benefit from the program. Continuous learning is not a new concept, but in the context of volunteer service it is a major component enabling the volunteer to progress along with the students.

Some of the roles of the volunteers can be summarized as follows:

- duplicating work sheets
- proof-reading and typing
- preparing art materials for class instruction

supervising clean-up after activities
taking inventory of materials
displaying children's work in the classroom
arranging bulletin boards
making charts
supervising seatwork of children
reading to the class
checking out library books

Identification of Needs

Having decided who will be involved in the volunteer program, the next step is to identify the needs of the school. Volunteers will respond to specific needs if they have the inclination or ability.

Lewis (1978) suggests that the following needs must be considered

1. the needs of the student
2. the needs of the school staff
3. the needs of the volunteer
4. those of the community

(p. 24)

Once the needs have been established, the ability and dedication of the volunteers should be considered in relation to these needs. Any program should first consider the needs of the children. This basic principle is often overlooked. If this happens, the program may fail in its main purpose.

Objectives of the Volunteer Program

Janowitz (1965) says, "The goal of volunteer work in education is to increase the academic competence and the self respect of children who need help" (p. 8). The best set of objectives available in the literature reviewed is provided by Brock (1976). He states that each set of goals and objectives must be tailored to the particular school in which the volunteer works and it may vary from year to year. The objective, he suggests, is that the volunteer program will strengthen the home-community relationship, and that volunteers will provide individual instruction where regular teachers do not have the time. Carter and Dapper (1974) quote Winston Churchill as saying, "We shape our buildings; thereafter they shape us" (p. 51). Objectives are like that; they determine the shape of volunteer programs. Good objectives usually lead to good management. If the objectives are weak, the resultant product will be less than robust.

Recruitment

Planning for the whole program is no more important than the strategic and effective placement of each volunteer within the school. If the program is to be successful, competent personnel must be recruited. Thus, the aim should be to choose the right person for the right job.

The recruitment of volunteers should be the responsibility of the Volunteer Coordinator, or person designated by the school, keeping in mind the needs of the school. Closely related to the

recruitment of volunteers are the qualifications or requirements expected by the school involved. However, in the literature reviewed on recruitment, the requirements are minimal and usually include time commitment, good health, and favorable attitudes towards volunteerism.

The recruitment process is very important. Hsley (1981)

states:

A key feature of the recruitment process is the imparting of information about a volunteer-based program to rouse people's interest and ultimately persuade them to volunteer.

(p. 45)

The degree of success in recruiting volunteers will depend upon the reputation the program has within the school and community.

Many techniques can be used in recruiting volunteers. A good starting point would be to organize a meeting of parents and interested community groups to explain the objectives of the volunteer program and the area of need within the school. Teachers and principals, in their contact with parents, may be helpful in identifying potential volunteers. Whaley (1973) suggests other techniques:

1. Speaking to civic groups, PTAs and other organizations
2. Distributing posters for display in local businesses
3. Preparing articles and programs for newsletters, radio and TV.
4. Preparing radio announcements using the voices of children ("I need you") and voices of volunteers ("Why I do it")

5. Displaying in local store windows and on bulletin boards posters made by elementary pupils
6. Placing articles in the district's newsletter on what volunteers do and how citizens can volunteer.

(pp. 30-31)

Selection

Having been successful in recruiting volunteers, the next task is to match the volunteers' skills with the needs of the school.

Various criteria must be considered in the selection process and should include, but not be limited to, the following:

1. An ability to motivate and work with students
2. Some previous experience in working with children
3. Emotional stability
4. An ability to adapt to various situations
5. Good health
6. A willingness to work with all students
7. Good communication skills

The coordinator, Principal, and teachers, with whom volunteers will be working, should be involved in the selection.

IMPLEMENTATION OF PROGRAM

Orientation and Training

Carter and Dwyer (1974) define orientation as

Basically a compass to point volunteers in the right direction ... to acquaint new volunteers with the needs of the school and the goals of the program, their role in the school and the value of their contribution.

(p. 89)

During orientation, questions about safety at the school usually arise.

Volunteers should be acquainted with all safety arrangements. Sharing of other practical information is also necessary such as location of washrooms, telephones and parking space. Acquainting volunteers with school routine will make them feel a part of the total educational team. Every volunteer, affirms Jamer (1961), should be required to attend an orientation session before beginning to serve in the school.

"An orientation to the policies, aims and procedures is basic," he asserts (p. 103); and Whaley (1973) says, "Orientation and training are considered to be absolutely essential to a successful volunteer program" (p. 39). Finally, Brock (1976) systematically sets down the important topics to be covered as follows:

1. importance of the volunteer program
2. overview of school's philosophy
3. goals and objectives of school volunteer program
4. outline of school policies and procedures
5. introduction of school staff and school facilities

6. importance of good communication
7. importance of cooperation
8. volunteers' responsibility

According to Whaley (1973), training included with orientation is equally important to the success of a volunteer program. The goal of a training program, he said, "...should be to develop the volunteer's confidence, skills, knowledge and motivation to perform his task" (p. 39). He lists three categories of training:

1. Initial or pre-service training which tells a volunteer what's expected of him
2. In-service, or on-the-job training which helps the volunteer get acquainted with the work situation and learn his responsibilities
3. On-going training which can cover new or different material or can treat in greater depth material covered.

(p. 39)

Like Whaley, Carter and Dapper (1979) further elaborate that training must be continuous. Volunteers need to be encouraged to continue skill training and the acquisition of new ideas in order to have an increasingly effective volunteer program.

Supervision

It is the responsibility of the coordinator to provide supervision of the volunteer program. The coordinator will be influenced by a number of factors. The morale of the volunteers will have an influence on his or her decisions. Are they happy? Do they

feel a part of the total educational process? Have they been sufficiently informed about the school program?

In supervision the coordinator will consider not only productivity, but also attendance, punctuality, and personal relationships. A basic requirement, according to Ilsley (1981), is that the coordinator must be willing and able to make an honest and fair appraisal of the volunteers' performance. The coordinator must be prepared to discuss both the strengths and weaknesses of the volunteers and, if necessary, be willing to offer constructive suggestions for improved performance.

Recognition

Brock (1976), Janowitz (1965), and Lewis (1976) stress the importance of some form of recognition for the volunteers. This varies from luncheons to thank-you letters at the end of the school year. Janowitz (1965) suggests that a personal letter would be more appreciated than a mimeographed copy on such occasions. Brock (1970) lists seven ways that recognition may be given:

1. on-the-job praise
2. a yearly banquet
3. certificates of recognition
4. letters of appreciation
5. a newsletter developed and distributed by parents
6. presentation of various types of awards or pins for services provided
7. recognition through the news media

(p. 53)

Lucas (1974), stressing the importance of recognizing the volunteers' contribution, points out the need for volunteers to feel wanted and appreciated.

EVALUATION OF PROGRAM

"Accountability has become the watchdog word of education today" (Whaley, 1974, p. 5). If this statement is true, and there is little evidence to refute it, volunteers as well as professional teachers will benefit from periodic evaluation. Brock (1976) says, "Evaluation is the means of determining the degree of success with which a program meets the preestablished goals and objectives" (p. 81). Carter and Dapper (1974) suggest that many have deplored the lack of objective evaluation of volunteer programs. They press the issue further when they say that, "Without evaluation ... the program will not improve, the training or methods of volunteers will not change, and the benefits for the children will be lessened" (p. 129). Thus it becomes apparent that periodic evaluation of volunteers contributes to the effectiveness of the school volunteer program. Basically there are two broad areas to be evaluated in a volunteer program: the evaluation of the program itself, and the evaluation of the persons involved in the program.

There are many evaluative collection techniques available

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but using simple techniques such as questionnaires, interviews, and observation can provide adequate information.

Evaluation of the volunteer program should be a continuing process and need not be limited to formal techniques. Informal evaluation can take place over a cup of coffee or in a school staff room when teacher and volunteer discuss and assess the program.

RELATED RESEARCH

Brock (1976) maintains that "Parent participation during the early childhood years is more important than participation at any other time in a child's education" (p. 23). Brock (1976) uses Moler's ideas to reinforce this statement. Moler believes that parents contribute toward:

1. building good teacher morale
2. enrichment of the curriculum
3. good public relations
4. improved legislation and standards

In the 1950s, with a grant from the Ford Foundation, some American schools experimented with the problem of teacher shortage by adding volunteers, or teacher aides to their staffs. One of the best known of these plans was the 'Rutgers Plan'. Qualified housewives were employed to read papers, devise independent study reading programs,

etc., thus releasing teachers from ordinary routine tasks. Burke and Richards (1962) report the findings of this 'lay-reader' program as being very positive with students showing both approval and increased scholastic achievement. As a result, the use of volunteers developed rapidly over the years. A N.E.A. Survey, 1967, indicated that teacher aides "bring a great amount of good" to the school system.

In 1970 a survey of 100 Niagara region elementary schools reported that 48 used volunteers in some aspect of their program. Of these, 23 used volunteers in the instructional program of their schools. The volunteers performed many tasks. The majority of volunteers and teachers believed that the value of the volunteer service improved both the teaching and the student performance.

SUMMARY

Social, educational, and economic factors have all contributed to the increased need for and use of volunteers in the total educational program of the school. Schools have found that volunteers can perform duties that support the teacher in improving the quality of classroom instruction. The primary function of the volunteer is to improve the effectiveness of the teacher. This will require assisting the teacher in preparation, presentation, and culmination of activities in the classroom. If the volunteer's duties are in other areas of the

school's activities, for example, library or physical education, the same principle will apply. There is a general consensus in the literature that has been reviewed that the volunteer's effectiveness is only limited by the willingness of the teaching staff to use extra help and the competency of the volunteer to perform given tasks.

Chapter -3

PROGRAM DESIGN AND IMPLEMENTATION

This project developed from a need for extra personnel to strengthen the school's program especially its library services. The following program design is based on a review of related literature and ideas suggested from the writer's experience.

DEVELOPMENT OF PROGRAM

Beginning in April, 1984, the Principal and staff of Cowan Heights Elementary School began to discuss this program. The Vice-Principal was appointed as volunteer coordinator. They decided on a philosophy of volunteerism which included the following policy derived from (a) Department of Education Regulations, (b) Avalon Consolidated School Board Guidelines, (c) policy developed at school level, and (d) customs.

Policy

The policy which was developed stated that volunteers will perform non-teaching duties at Cowan Heights Elementary School. They will have the responsibility for working with children in various types of tasks. This will release teachers from routine tasks which restrict a teacher's role as a professional. A list of these duties will be made known to the volunteers at the beginning of the school year.

Volunteers should have a genuine interest in children, an understanding of the role of volunteers, and the desire to serve the school and community. Selection will be made by the Volunteer Coordinator in consultation with the school principal. Work assignments will be arranged according to the schedule of the school and at the volunteers' convenience. Formal evaluation of the volunteer program will be made in January and June by the Principal, the Coordinator, involved teachers, the volunteers, and by a random sample of pupils.

Goals and Objectives

The following goals and objectives were agreed upon:

1. To provide learning experiences which could not otherwise be provided
2. To free teachers from as many routine administrative tasks as possible
3. To individualize instruction as much as possible under the supervision of the teacher
4. To build a good working relationship between home and school
5. To utilize the talents and skills of the wider community

Needs Assessment

The next step undertaken in developing the school volunteer program was to determine the needs of the school that could be met by volunteers. The needs assessment was important to determine areas where

extra help was needed and to inform the potential volunteers so that they could best choose where their special competencies could be utilized. It also helped the volunteer candidates, since matching abilities, time available and personality with needs would help ensure a more successful program. Teachers were encouraged to examine carefully their classroom activities and identify areas where a volunteer could enrich the program, as, for example, in writing assignments on the chalkboard, collecting and checking papers, helping with spelling, reading and math, preparing teaching materials, and sharing special hobbies or skills. The coordinator prepared a questionnaire for this purpose (Appendix A) and the following needs were determined:

1. 1 volunteer was needed for classroom help
2. 7 for clerical duties
3. 10 to help with the physical education program
4. 3 to help with children outside the classroom
5. 1 to help with special projects
6. 30 for library duty

Program Structure

The following diagram will help to illustrate the flow of information and good two-way communications amongst teachers, volunteers, and pupils:

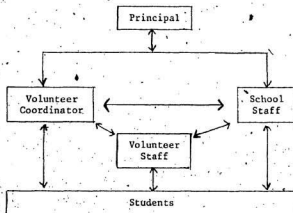


Diagram 1

A program in which planning and execution are shared cooperatively by school staff and volunteer staff is the most successful. Feedback is always an important element where two-way communication takes place amongst principal, coordinator, classroom teachers, and volunteers. The students should not be overlooked in the communication process.

Functions and Responsibilities of Key People Involved in the Program

The functions and responsibilities listed below are intended to be flexible. In time, if certain goals or responsibilities are given higher priority, the job descriptions can be changed to reflect the new emphasis.

Principal - Since the principal is the school's chief administrative officer and is responsible for the overall administrative program, he is vitally important to the success of a volunteer program. Hopefully, the principal will see volunteers, not only as helpers in the school, but also as co-workers with the professional staff who together seek to improve the learning atmosphere of the school. If the principal views volunteers this way, other members of the staff will likely adopt the same approach. Consequently, the principal's attitude to the volunteer will reflect the degree to which the volunteer will feel a part of the educational team. The principal should be willing to discuss the program with the staff and encourage their support. He should assume the responsibility for outlining the specific procedures to be followed and also help staff identify the type or types of volunteers best suited to meet the needs of the staff. Lewis (1978) specifically outlines the steps a principal might take to provide an effective volunteer program. The principal who is willing to appoint a coordinator for the program is well on the road to success. The principal's primary function then becomes one of supervision - the coordinator reporting to him the progress of the program. The principal should also be involved in the evaluation.

The Volunteer Coordinator - After consultation with the Principal and professional staff, the coordinator should define the need for volunteers to improve the school program and be prepared to outline the

objectives of the program. More specifically, the coordinator should be responsible for the following:

1. Scheduling
2. Consulting with Principal at the beginning of the school year to design recruitment questionnaire
3. Ordering the supplies and materials volunteers will need
4. Designing a program with assistance from Principal and staff
5. Dealing with irregular attendance
6. Maintaining substitute list and replacing absentees
7. Preparing and implementing the orientation and training program for volunteers
8. Planning and initiating social events to acknowledge the volunteers' contribution to the school program
9. Providing information to community groups and others seeking details about the program
10. Assisting with periodic evaluations of program
11. Arranging sufficient meetings with volunteers to answer questions, avoid frustrations, and recognize their personal needs
12. Keeping adequate records of volunteers noting especially special talents, interests, willingness to come to school, and other data useful to the future effectiveness of the program

13. Recruiting, selecting, and assigning volunteers

14. Empathizing with feelings, especially between
the teachers and volunteers

The following yearly calendar of events was found to be helpful to the Coordinator.

- September - Do needs assessment for the school if not already done in May
- Prepare volunteer application forms
 - Send forms home to parents
 - Contact volunteers who return forms
 - Hold orientation sessions
 - Make plans for training sessions
 - Include in the school newsletter opportunities for volunteering at the school
- October - First week hold general training session
- Continue individual orientation and placement
 - Mid-October hold specific training sessions
- November - Plan for Christmas social
- Include in school newsletter articles on volunteers and their contributions to the school

- December - Hold mid-December Christmas social for volunteers and staff
- Recruit new volunteers to fill vacated positions or to meet the new needs
- January - Have orientation and placement of new volunteers
- Distribute, collect, and examine evaluation forms from Principal, teachers, volunteers, and students
- February - Call meeting of volunteers to discuss problems, concerns, etc.
- March - Write article for school newsletter on volunteer activities at school
- April - Prepare evaluation forms for distribution
- May - Make plans for year-end social for volunteers and school staff
- If possible, do needs assessment for the coming school year
- June - Distribute, collect, and examine evaluation forms from principal, teachers, volunteers, and students
- Hold year-end social for volunteers and school staff

Teachers - Teachers should understand that the volunteer service is intended to supplement their program rather than be a teacher substitute

service. Some of the duties of the teachers should be to

1. show appreciation for the services of the volunteers and let them know they are appreciated.
2. have lesson plans and materials prepared in advance.
3. involve the volunteers in planning and sharing as much as possible so that a feeling of team-work is established and the execution of the program is made easier for all.
4. understand what the volunteers should be doing before a request is made for volunteer service.
5. orient the volunteer to the classroom procedures that the teacher has established.
6. make sure that all changes in school schedule - holidays, field trips, etc. are communicated to the volunteers early enough so that no embarrassments are created.
7. remember that the volunteers are a direct contact with the community and any impressions received by the volunteer will help the community better understand the needs of the school.

Volunteers - The volunteer will perform his or her duties under the direct supervision of the Volunteer Coordinator. The duties, activities, and assignments will be planned by the coordinator. For classroom assignment these duties and activities will be planned in consultation with the classroom teacher. More specifically those duties will be as follows:

1. Have contact with pupils in classroom:

- (i) Check to see if seatwork is completed
- (ii) Assist students as instructed by teacher
- (iii) Operate A.V. equipment
- (iv) Read stories
- (v) Create instructional materials in consultation with teacher

2. Assist with classroom instruction under the supervision of the teacher:

- (i) Work with individual pupils who need special help
- (ii) Help children who have been absent catch up
- (iii) Supervise individual programs and help children follow teacher's directions
- (iv) Listen to children read

3. Perform duties outside the classroom:

- (i) Supervise children on field trips
- (ii) Help organize and supervise school parties
- (iii) Become involved in club activities

4. Assist with clerical duties:

- (i) Answer telephone during busy periods
- (ii) Assist with duplicating materials
- (iii) Type
- (iv) Laminate learning centre materials

5. Perform library duties:

- (i) Handle basic book circulation routine
- (ii) Assist students in locating reference material
- (iii) Mend and repair books
- (iv) Create attractive bulletin boards for library.
- (v) Assist teachers in finding reference materials
- (vi) Be prepared to read suitable books, if requested at storytime
- (vii) Help with taking inventory
- (viii) Alert teachers of students with overdue books
- (ix) Take an overall interest in keeping the library in good order and in rearranging books as required to make the library more efficient and approachable for both students and teachers.

Guidelines for a Team Approach

A teamwork approach is imperative if a school volunteer program is to be successful. Volunteers and teachers should view each other not as rivals but as partners in the educational process. Some of the guidelines for this team approach might be

1. For the volunteer to

- (i) show a sincere interest in helping students
- (ii) assist only the teachers who request help and the pupils assigned
- (iii) attend training sessions

- (iv) be dependable and adhere to schedule
- (v) submit to the supervision of the teacher. Do not be a substitute
- (vi) maintain confidentiality and act professionally
- (vii) follow school rules and regulations
- (viii) be prepared to become a part of the school organization

2. For the teacher to

- (i) attend all training sessions for gathering information and team building
- (ii) follow the established procedures for acquiring and using volunteers
- (iii) give clear and specific instruction to the volunteers and support them in their work
- (iv) provide adequate information about the pupils and sufficient materials so that the volunteer can work most efficiently and without frustration
- (v) make sure volunteers are aware of special events and rescheduling of events
- (vi) show appreciation for the volunteers' services and make them feel a part of the total school team

IMPLEMENTATION OF THE PROGRAM

As a result of the needs assessment, it was found that 52 volunteers could be used in the school for different lengths of time. With this information the Volunteer Coordinator prepared an application form (Appendix B) and in September sent it to all parents who had children in the school.

Recruitment

Thirty-eight volunteers responded to the application; but recruitment involved more than a simple, formal request. Personal contact, P.T.A. announcements, and the school newsletter all helped to alert people to the need and persuade them that they were capable of performing the duties required. As a result of this appeal six more parents volunteered to make teaching materials at home. Most of the applicants volunteered for the whole year, and only four did not return for the second term. The qualifications needed by the volunteers were minimal. Most applicants said that their only qualification was a genuine interest in children; but further consultation, however, revealed that they had many skills that could be drawn upon in fulfilling many of the needs of the school. It quickly became apparent that to be recruited, volunteers, especially first-timers, have to be convinced of their worth to the school program. Volunteering was not automatic. A nurse skilled in pediatrics, who has chosen to be a housewife with extra time to volunteer, had to be encouraged to believe that her value

as a person and her special skills could be extremely helpful in the physical education program. First-time volunteers had to be made aware of and to understand the importance to their children of volunteering. Recruitment was a year-round activity in which the need was greater than the supply. Dropouts, often for legitimate reasons, had to be replaced. At Cowan Heights an intensive recruitment program was initiated at the beginning of the school year and continued to a lesser degree during the year at P.T.A. meetings, through the school newsletter, and at new parent meetings.

Selection

Because of the time constraints placed upon the Volunteer Coordinator by her other professional responsibilities and the limited number of applicants, the selection process was made relatively easy. However, certain criteria were followed. After the orientation, volunteers were contacted by telephone and offered an assignment. Placement was based on information contained in the application and on personal knowledge about the potential volunteer by the Coordinator, who has been at the school for several years. Persons new to the school were interviewed by the Coordinator to acquire more background information than the application form provided. The only essential requirement in the selection process was that the volunteer have a genuine interest in children. The volunteers were not asked to work long hours or to work alone. Because they were volunteers, pressure was at a minimum and this helped make the selection process relatively simple. All applicants were notified that they had been accepted as volunteers. (Appendix C)

Orientation

Orientation is essential to a good volunteer program. Problems occur when volunteers have not been adequately informed of their role, of the school's philosophy and of their relationships with the school staff. "School orientation involving administrators, teachers and volunteers is one method of preventing such problems" (Whaley, p. 39). The orientation program was designed to meet two particular needs: (1) to inform the volunteers of the policies and procedures of the school and, (2) to increase the volunteers' self confidence.

In the first instance, the overall view of the total school volunteer program should be shared with the volunteers. This should include policies, procedures, and goals of the program. The objectives of the program and the role of the community should make the volunteer feel a part of what is happening. Secondly, orientation should put the volunteers at ease in a new environment. The program should be designed to increase the self confidence of the volunteer to the point where the volunteer begins to feel accepted and at home. A suggested orientation program will illustrate both needs. The program should be designed so that it will not be too long and should be arranged to meet the time schedules of most volunteers. There are many ways to design such a program. It could be done in a large group meeting, or several small groups, or by one-to-one consultation. The most acceptable procedure is to schedule short sessions, not more than two hours, where most of the volunteers come together at one time for the orientation program. This procedure (Appendix D) was followed and began with a

welcome by the Volunteer Coordinator, and greetings from a representative of the School Board. The Coordinator described the volunteer program, types of services required, school facilities and how they are used, special events, and procedures regarding work assignments. The Principal spoke on the school's philosophy in relation to volunteers and the goals and objectives of the program. He also addressed the subject of the role of the teacher, the volunteer coordinator, and emphasized the importance of good communications for the success of the program. A question and answer period was provided and a tour of the school arranged. The orientation period ended with a social time when volunteers, teachers, and administrators met informally and discussed the program.

An equally important ingredient in this process was the orientation of teachers to the use of volunteers, especially the teachers with whom volunteers would have to work. It was deemed important to orient the teachers to the proper roles and expectations of the volunteers. The Volunteer Coordinator arranged a meeting with each teacher and volunteer individually and relationships and responsibilities were defined. The administrative staff was a part of the general orientation.

Placement

The placement of volunteers is of extreme importance. Two concerns especially are of primary importance - one is the ability of

the volunteer to fill the need of the school, the second is the feeling of accomplishment the volunteer experiences. Of equal importance is the team relationship between the volunteer and those with whom he or she has to work. The preferences and interests of the volunteer have to be weighed against the needs of the school and the teachers with whom the volunteer has to work. At Cowan Heights all those factors were considered and the placement was made for a semester unless a request was later received for a change to some other duty (Appendices E-G) Placements were generally made according to the information received on the application and from interviews. Research has shown that the more carefully the teacher and the volunteer are matched, the greater is the assurance of a successful relationship.

Training

Knowing that volunteers are not paid and they are offering their services for the good of the school, training was designed to be both practical and specific but well-planned. It was meant to provide the skills and techniques necessary to prepare the volunteer for his particular assignment in the school. With this in mind, the sessions were as relaxed as possible. Even seating indicated informality. The following pointers were considered:

1. Short sessions were planned
2. More was planned than could be covered in the time suggested
3. The lecture approach was avoided
4. When there was group discussion, large groups were avoided

5. Time was provided for questions and all questions were answered.

6. Assurance of support in the future was given.

Two afternoon training sessions were arranged, the first being a general session and the second a specific training session. The following format was used in the General Training Session:

Welcome ... Volunteer Coordinator

Review of objectives of the volunteer program

Procedures for volunteers were presented as follows:

Discipline ... Discipline is the responsibility of

the Principal and teaching staff. They set the tone for library discipline and volunteer staff must work within that framework.

- Be positive - try to correct immediately.
- If possible talk to child alone.
- Don't blame whole class for actions of one or two.
- In severe cases, contact teacher, vice principal, or principal.
- No physical punishment is permitted.

Fire Regulations

1. When the fire alarm sounds, the children are told to get ready to leave the classroom in an orderly fashion.
2. The teacher checks to determine that it is safe to leave the classroom. Children are ordered not to talk or run.

They then walk to the designated exit or alternative and once on the grounds, they move away from the building.

3. The caretaker, Principal, or any other teacher who does not have responsibility for a class is, to check wash-rooms and areas other than classrooms to ensure that no person has been left behind in the school.
4. They do not re-enter the building until the fire alarm stops ringing and the regular school bell sounds to give the "all clear" signal.
5. Any potential fire hazard should be reported to the Principal immediately.
6. Under no circumstances should one attempt to fight a fire until the safety of all children has been ensured.
7. When leaving the classrooms, all doors and windows should be shut to slow the progress of any fire.
8. Volunteers should become familiar with evacuation procedures and adhere to them when the first alarm bell sounds.
9. Fire drills will be conducted periodically during the year.

First Aid

Immediately report all accidents to the teacher or Principal. Do not administer any drugs.

A First Aid Kit is kept in the office.

School Closings

All planned school closings are noted on the volunteer calendar in the Resource Centre.

When school is closed because of stormy weather, announcement will be made over radio stations.

School Timetable

A copy is given to each volunteer.

Code of Ethics

The same code of ethics should apply to volunteers as that expected of the teaching staff. It includes:

1. Maintain confidentiality regarding the pupils' progress, behaviour and records.
2. Do not use volunteer position at the school for private advantage.
3. Respect the rights and responsibilities of all teaching staff in the performance of their duties.
4. Treat all students fairly and impartially regardless of their economic, social, racial or religious standing.

Students' Understanding of Volunteer Role

Students should be made aware of the volunteer's position and responsibilities and their responsibilities to the volunteer.

Students should know that volunteers are helping the teachers and are to be given the same attention and respect they give to the teachers.

Question and Answer Period

Coffee ... Volunteers and teaching staff

The following format was used in the Specific Training Session:

Welcome

Work Groups - The volunteers were divided into four groups for duration of one and one-half hours.

1. Clerical
2. Classroom
3. Library + Circulation procedures
4. Library - Storytelling

The clerical and classroom groups remained constant while groups three and four rotated. Each group was under the direction of a teacher, community resource person, or experienced volunteer. The following training was planned for the groups.

1. Clerical

A. Stencils:

- (i) Planning position on a stencil
- (ii) Typing the stencil
- (iii) Correcting errors

B. Laminating visual teaching aids

C. Use of spirit duplicator

D. Use of Xerox copier

E. Preparing transparencies

F. Using overhead projectors

G. Use of Thermo-Fax machine

2. Classroom

A. Tutoring a child needing individual attention

B. Holding craft sessions

C. Preparing learning centre materials

Guidelines and specific directions were outlined by teachers involved.

3. Library - Circulation Procedures

A. Checking Out Books - Children should put their names and their class number on the book card.

Primary children will need help doing this.

Check to make sure the card is the right one for the book. Stamp the card and the book with the date due stamp. Place the book card in the designated place.

Books are checked out for one week. A book may be renewed if there is no reserve on it.

- B. Filing Cards - File the book cards under the date due in alphabetical order. Place E's first in order - F's next and numbers in numerical order. File the B's at the end.
- C. Checking Books - When the books are returned, check them by looking at the call number on the back of the book and then at the date due. Find the correct card (check the title and author) under the date. Place the cards in the pockets and put the books back on the shelves in their proper order.
- D. General Procedures - If a new book card is needed, copy the necessary information on a new card. If a new date-due slip is needed, place a new one over the pocket in the appropriate place. If cards cannot be found for returned books, place books and cards on desk inside circulation desk. If a book needs repair, necessary material can be found in room 316.
- E. Overdue Books - Books must be returned before others can be taken. Pull cards from the file and make up and distribute overdue cards. If books are not returned after two weeks, notify teacher responsible for library.

F. Catalog Cards - Most library materials have three catalog cards: the author card, the title card, and the subject card. A catalog card tells you the card number, subject, author, title, illustrator, publisher, date of publication, and number of pages. These cards are filed in the card catalog cabinet.

G. Arrangement of Books - Books in the library are classified according to the Dewey Decimal System. Each book has a call number on the spine. Books in the library are divided into three main sections: Picture Books, Fiction, and Non-Fiction. The call number for a Picture Book consists of the letter E on the first line and on the next line the first three letters of the author's surname. They are arranged on the shelf in alphabetical order by call number.

Example: E E E
 Ale~ Blu Fre

The call number for Fiction Books consists of the letters F. or FIC on the first line and the first three letters of the author's surname on the next line. They are also arranged alphabetically. Non-Fiction books consist of a number on the first line with the first three letters of the author's surname on the next line. They are arranged numerically starting with 001 and ending with 999.

Example: 001 250 595
 ALE ZIM TUM

Reference Books - These books have a call number preceded by the letter R. They are kept in the reference section and are not to be taken from the library.

Example: R
 970
 ROLL

4. Storytelling

Storytime is held in the library for Primary children twice a week.

To be an effective story teller the following story-telling skills should be developed:

- A. Learn to use vocal tones
- B. Develop good breath control
- C. Learn to project voice properly
- D. Establish eye contact with listeners
- E. Make each storytime a relaxed, informal time
- F. Be physically close to your listeners
- G. Select stories you feel you can tell most effectively. Choose stories appropriate for grade level
- H. Start each story with a background setting for the story

I. Make necessary comments to help children

understand and enjoy the story being read.

A recommended storybook list appropriate for primary children was circulated to volunteers at the end of the session.

Supervision

Supervision and support are closely related. Supervision keeps the mechanics of the program going, while support assures that the volunteers are equipped to function in their assignment. In the process of supervision the coordinator will gain insight into the morale of the volunteers. Since morale is closely related to productivity, the coordinator will be able to assess the effectiveness of the volunteers. In addition, such factors as attendance, punctuality, and personal relationships with the staff will provide insights to help the coordinator. The coordinator must be prepared to make an honest appraisal of the volunteers' strengths and weaknesses and to discuss them frankly with the volunteers and if necessary suggest constructive ways to improve the volunteers' performance.

Recognition

Praise and thanks given honestly and regularly for the work of volunteers is the most important method of ensuring satisfied and happy volunteers. During this project, recognition was shown in many ways by coordinator, teachers, pupils, and school board. The coordinator on as many occasions as possible, sought informally to recognize

work that was well done. One formal event was held at Christmas where regular staff and volunteers could meet as a group. Another is being planned for the end of the school year.

SUMMARY STATEMENT

Marlene Wilson (1981) in her illustration, reproduced on this page, envisages the functions of a volunteer organization as blocks in a bridge that gets you from where you are to where you want to be. All blocks are important. If one collapses, the total system breaks down. Marlene Wilson says "Many volunteer organizations make the mistake of starting with recruitment rather than planning and end up with people they don't know what to do with - disastrous!" (page 48)



Diagram 2

(Wilson, p. 28)

Chapter 4

EVALUATION OF THE PROGRAM

METHODOLOGY

This chapter presents an analysis of the data received from the questionnaires administered to the Principal, teachers, volunteers, and pupils to establish the viability of a volunteer program at Cowan Heights School.

The data gathered as a result of this project will be analyzed and tabulated. Since this project is mainly descriptive in nature, it will not involve any sophisticated statistical analysis.

Questionnaires (Appendices H - L) were constructed to assess teachers', volunteers', the Principal's and students' reactions to the school's volunteer program. A Likert-type scale was used for the responses. The scales had values of 1 to 5, with 5 assigned to the most-positive position. Questions were stated in positive and negative forms ranging from "Strongly Agree" to "Strongly Disagree".

The questionnaires employed in the evaluation process for the Principal, teachers and volunteers covered three areas (1) objectives of the program (2) administration of the program and (3) volunteer performance. The Principal and volunteers were asked to respond to questions in the first two areas while teachers were asked to respond to questions in all three areas. Space was provided at the end of questionnaires for additional suggestions. The pupils' evaluation instrument contained items that would reflect their reaction to the

volunteers at the school.

The questionnaires were self-administered to 23 teachers, 29 volunteers, and to the Principal of the school. The students' evaluation instrument was administered by the reading specialist to 18 randomly selected primary students and to 18 elementary students.

The analysis of the questionnaires will be dealt with under the following headings:

1. Objectives of the program
2. Administration of the program
3. Volunteer performance.

OBJECTIVES OF THE PROGRAM

The first five items of the questionnaires (Appendices H - J) were directed to the Principal, teachers, and volunteers with items 6 to 8 directed only to the Principal and teachers. The following three tables indicate their responses.

Principal's Responses

TABLE 1

OBJECTIVES OF THE PROGRAM - PRINCIPAL'S RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1				1	
2				1	
3	1				
4				1	
5					1
6				1	
7				1	
8				1	

n = 1

This Table shows that the Principal was convinced the program's objectives had been met.

Teachers' Responses

TABLE 2
OBJECTIVES OF THE PROGRAM - TEACHERS' RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1	1			7	15
2	1			15	7
3	17	5		1	
4				18	5
5		1	2	13	7
6		6	1	19	3
7	1			17	5
8	1			16	6

n = 23

The teachers' responses were favorable except for one teacher who reacted negatively to all but one item. A contradiction appears in one teacher's response to item four, since agreement with item four would also suggest agreement with items two and five.

Volunteers' Responses

TABLE 3

OBJECTIVES OF THE PROGRAM - VOLUNTEERS' RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
1				20	9
2				26	3
3	17	12			
4			1	26	2
5		2	5	18	4

n = 29

The volunteers' responses were generally favorable. In Item five, five of the volunteers could not decide if the volunteer program provided additional educational experiences for the pupils. One responded negatively and commented, "I feel the school can adequately provide this."

ADMINISTRATION OF THE PROGRAM

Principal's Responses

Items nine to seventeen of the Principal's questionnaire (Appendix H) dealt with the various aspects of the program - recruitment, selection, training, supervision, and relationships.

TABLE 4
ADMINISTRATION OF THE PROGRAM - PRINCIPAL'S RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
9				1	
10				1	
11		1			
12				1	
13				1	
14	1				
15		1			
16				1	
17				1	

n = 14

An examination of this Table indicates that the Principal was satisfied with the way the volunteer program was administered.

Teachers' Responses

Items nine to thirteen on the teachers' questionnaire (Appendix I) correspond with those on the Principal's questionnaire.

TABLE 5
ADMINISTRATION OF THE PROGRAM - TEACHERS' RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
9	1			13	9
10	2			8	13
11	8	14			1
12	1		1	8	12
13				12	11

one with no
response

n = 23

This Table shows that the majority of teachers reacted favorably towards the administration of the program.

Volunteers' Responses

Items in this section of the questionnaire (Appendix J) were identical to those on the Principal's questionnaire except for items six to eight and item twelve which were applicable only to the volunteers.

TABLE 6
ADMINISTRATION OF THE PROGRAM - VOLUNTEERS' RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
6			3	20	6
7			2	19	8
8				12	17
9			4	23	2
10				16	13
11			3	22	4
12				13	16
13		1	1	17	10
14	11	15	1	1	1
15				21	8

n = 29

* As shown in Table 6, it appears that the volunteers were keenly interested in the volunteer program and were satisfied with the administration of the program. The majority agreed or strongly agreed on all the items but some showed indecisiveness with items six, seven, nine, and eleven.

VOLUNTEER PERFORMANCE

Only teachers were asked to complete this part of the evaluation (Appendix I, items 14-18).

Teachers' Responses

TABLE 7

VOLUNTEER PERFORMANCE - TEACHERS' RESPONSES

Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
14	1	1	3	12	6
15	1	3	1	9	8
16	1	2		10	9
17	1		7	10	5
18	17	6			

n = 23

Generally teachers were satisfied with the volunteers' performance. Problems did exist with irregular attendance and punctuality. It should be noted that item fourteen dealing with relationship with pupils and item seventeen concerning their resourcefulness and initiative received less favorable responses.

PRINCIPAL'S, TEACHERS', AND VOLUNTEERS' COMMENTS

Space was provided for suggestions at the end of each questionnaire. The following suggestions were made:

Principal's Comments

While volunteers perform useful functions, they also create work. To fully utilize volunteer assistance, a full-time person is needed just to coordinate the volunteers' activities. More time should be devoted to in-servicing teachers to further expand the scope of volunteers' activities within the school.

Teachers' Comments

Volunteers should be closely associated with a particular grade level so that they can get to know the pupils well and become involved in classroom activities.

More discussion should take place between teachers and volunteers so that the volunteers will become aware of the topics children are researching and thus provide appropriate resource materials.

Several volunteer substitutes should be available for difficult times, such as at Christmas and Mondays.

Volunteers should impress upon the pupils the need for returning books on time.

Teachers should be reminded of the kinds of services the volunteers can provide.

Volunteers should be reminded of their duties from time to time.

Volunteers' Comments

Pupils should be assigned work during library periods.

Volunteers should be made aware of what work is assigned.

Another meeting should be held for discussion and correction of recurring problems.

More volunteer help is needed. This could be made known at the PTA meeting or even through the students.

The school newsletter should contain articles on volunteer involvement at the school. This might encourage others to volunteer.

Two volunteers should be assigned for story time and one for checking out books.

The elementary pupils expressed a need for more fiction books.

Item sixteen on the volunteers' questionnaire asked the volunteers if they would be prepared to return next year. Twenty-six of the twenty-nine volunteers said they would.

PUPILS' EVALUATION

Tables eight and nine indicate the responses of the primary and elementary students.

Primary Pupils' Evaluation

The primary students were given a questionnaire (Appendix K) containing happy, neutral, and sad faces. They were asked to mark the face which best showed how they felt about volunteers.

TABLE 8
PRIMARY PUPILS' RESPONSES

Items	Happy	Neutral	Sad
1	12	3	3
2	16	2	0
3	13	5	0
4	13	5	0

n = 18

From this Table it can be easily concluded that most pupils welcomed having volunteers in the school and would like to have them again next year.

Elementary Pupils' Evaluation

The elementary students' questionnaire (Appendix L) contained four items which required yes or no responses.

TABLE 9
ELEMENTARY PUPILS' RESPONSES

Items	Yes	No
1	13	5
2	17	1
3	16	2
4	18	0

n = 18

The elementary pupils were also positive in their response to volunteers indicating full support for having volunteer workers in the school. Because of a different rating scale, a comparison is not possible between primary and elementary pupils' responses.

An examination of the preceding data shows an overall favorable response by Principal, teachers, volunteers, and pupils to the volunteer program in the school. Some criticisms were offered and weaknesses noted; the positive responses, however, far outweigh the negative ones.

SUMMARY

The purpose of the evaluation was to determine the effectiveness of the school volunteer program at Cowan Heights Elementary School.

The Principal, teachers, volunteers, and pupils were asked to respond to the various aspects of the program. The Principal's responses revealed that he was pleased with the program and wished it to continue.

The teachers' responses were also favorable except in the area of volunteer performance where problems arose with irregular attendance and punctuality. The volunteers gave more indecisive responses indicating either a reluctance to comment on the school's program or a reluctance to give a positive rating on their own performance.

Both primary and elementary pupils' responses were favorable revealing their support for having volunteers at the school. The formal questionnaire provided, as indicated, much valuable information, but sometimes less formal approaches also provide valuable data. Perhaps more valuable than statistics are the comments that volunteers, teachers, and the Principal made at the end of the formal evaluation. The results of an evaluation which seeks to identify strengths and weaknesses in a program, unless applied to future improvement of the program, may not be of much value. Thus, the writer hopes that this evaluation will improve the present volunteer program at Cowan Heights Elementary School.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

In this project the writer has presented an overview of the use of volunteers in schools and has specifically focused on the use of volunteers at Cowan Heights Elementary School. The results indicate clearly that volunteers can make the school more productive. Exposing children to other members of society who have special gifts and are willing to share them can only add to the enrichment of the school program. Not to use this wealth of free and inexpensive assistance for the children would deprive them of an extra source of experience and inhibit their potential for learning and growth. The use of volunteers results in hours of additional instruction and individual attention for students. The time when the individual teacher was an independent operator in the classroom is long past. Today, teachers who are not willing to allow others to observe, supplement, and enhance their program limit their own effectiveness. Jamer (1961) says, "A volunteer can enrich the day for a child and that good must accrue wherever a good adult gives added attention to a child" (p. 130).

However, to have a successful volunteer program that is efficient and innovative, an organization must be in place that will provide orientation, training, and a method of liaison between the

school staff and the volunteers that will provide trust, additional programming, and a feeling of need that will stimulate the volunteers to give wholeheartedly of their skills for the fulfillment of the task before them. This requires constant supervision and help which must be readily available And satisfying to the volunteers.

Caution must be exercised to make sure that volunteers are not used by School Boards as a means of reducing staff or decreasing budgets. Volunteers should be used to improve the existing educational program, as an addition to what the School Board already provides through the professional staff. In other words, the ultimate purpose of a volunteer program is to improve the instructional program of the school so that the pupils may have a richer and more meaningful experience in their educational journey.

CONCLUSIONS

The volunteer program developed and implemented at Cowan Heights Elementary School seems to have been a beneficial and worthwhile project. Among other things, the library services at Cowan Heights Elementary School could not have functioned effectively without the services of volunteer workers because there is no provision for a librarian.

Volunteers have tended to support the program and the professional staff are increasingly accepting this added dimension to the

school's program. A school volunteer program will only be as successful as the principal and staff are prepared to make it.

To have a successful volunteer program the writer has concluded that a full-time coordinator is necessary. It is extremely difficult to coordinate a volunteer program and at the same time be a full-time teacher.

However, in a time of declining enrolment and financial restraints it would be difficult to justify this extra teaching position. A competent volunteer could be assigned this responsibility.

RECOMMENDATIONS

As a result of this project the writer would like to offer the following recommendations:

Cowan Heights School

1. Cowan Heights Elementary School should continue to use volunteers as part of its program in future years.
2. The teaching staff and the community should be further informed of the many contributions that the volunteers can bring to the school.
3. A greater effort should be made to expand the use of volunteers in the classrooms.
4. Pre-service and in-service training of volunteers should clearly set out the tasks the volunteers are to perform.

5. Volunteers should be used as two-way communicators between school and community. They could interpret to the community what it should understand about the school and explain to the school what it should know about the community.
6. Periodic evaluations should be conducted so that the volunteers and the school understand the standard of excellence required.
7. A screening process should be initiated whereby volunteers would be chosen and examined on their ability to perform required duties.

School Board

8. The School Board should take more initiative by
 - (i) Providing adequate training for volunteers.
 - (ii) Interpreting the volunteer program to Board members.
 - (iii) Encouraging other schools to explore the use of this program which offers added expertise and skills to the education of children.
9. The School Board should consider all the legal implications of such a program to ensure that volunteers are fully covered with liability insurance as are all others who work for the Board.

Department of Education

10. The Department of Education should pay more attention to the invaluable service volunteers can offer in the total

educational program of the school and promote this service not as a way of reducing pupil-teacher ratio or reducing the cost of education, but as an enrichment program for education.

General

11. The Department of Education, and the School Boards should develop a comprehensive written policy on auxiliary personnel in the schools similar to that developed by the Newfoundland Teachers' Association. (Appendix M).

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APPENDICES

Appendix A
Teacher Request Form

TEACHER REQUEST FORM

Name: _____

Grade: _____

If you would like a school volunteer to help you each week in the classroom, please indicate when you would like this help.

Day(s) _____

Time: _____ to _____

_____ to _____ a.m.

_____ to _____ p.m.

Type of volunteer help needed (Please check the areas in which you need help).

_____ Help children individually
Number of volunteers needed _____

_____ Typing, duplicating and collating instructional materials
Number of volunteers needed _____

_____ Other (Please specify)

Can you help train volunteers? _____

Appendix B
Volunteer's Application Form

Elementary Children (1:30 - 4:30 P.M.)

1. Crafts _____ Day preferred _____
2. Art _____ Day preferred _____
3. Cooking _____ Day preferred _____
4. Math Club _____ Day preferred _____
5. French Club _____ Day preferred _____
6. Other _____ Day preferred _____

RESOURCE FILE

We are in the process of compiling a list of resource people who would be willing to come to our school to share their talents and experiences with the students. If you have any suggestions for people who have experience and are willing to share them with our students, please complete the following.

Name _____

Address _____

Phone No. _____

Special Skill _____

Organization/Format _____

Lecture _____

Demonstration _____

Video _____

Display _____

Other _____

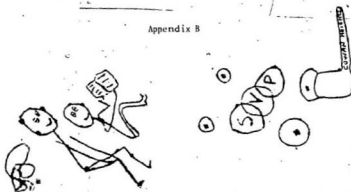
Time available _____

Amount of prior notice required _____

Do we need to provide anything for your visit? _____ projector, _____ Tape recorder

_____ record player, _____ other (specify)

Appendix B



WHO ARE SCHOOL VOLUNTEERS?

- Individuals who are dedicated to the improvement of the school program, usually on a regular basis, to enrich the school program

- Individuals, young or old, male or female, who are interested in working with children

HOW WILL I KNOW WHAT I HAVE TO DO?

Two training sessions will be held. The first session will be held Wednesday, October 3rd, at 2:00 P.M. in the Resource Center. The second session will be held on Thursday, October 5th at 2:00 P.M.

WHAT CAN VOLUNTEERS DO?

Activities are listed on Application Form.

DEAR PARENTS:

In the past we have been fortunate to have many parents visit the school to assist us with different aspects of the school program. Working in the library and assisting with after school activities are two of these. Again this year we are seeking your help to have our program. If you have availability and you would like to assist us please complete the application form and return it to the school office.

Thank you for your support.

Yours truly,

T. LaFosse
T. LaFosse,
Principal

OWAN HEIGHTS SCHOOL NEEDS YOU

Become a School Volunteer....

It's a rewarding experience!!

APPLICATION FORM

Name: _____
Telephone: _____
School Activity (check one or more below)

- (a) Library
(1) Checking out books _____
Morning preferred _____
Afternoon preferred _____
(2) Storytime in Library _____
Morning preferred _____
Afternoon preferred _____
- (b) Assist teachers in classroom _____
Morning preferred _____
Afternoon preferred _____
- (c) Operate spirit duplicating machine _____
Day preferred _____ Time _____
Typing _____
Day preferred _____ Time _____
- (d) Extra-curricular activities
Primary children (3:00 - 3:45 P.M.)
1. Crafts _____ Day preferred _____
2. Drama _____ Day preferred _____
3. Puppet Making _____ Day preferred _____
4. Other _____ Day preferred _____

Appendix C
Volunteer's Acceptance Form

Cowan Heights School
104 Canada Drive
St. John's, Newfoundland

Dear

Thank you for offering to become a volunteer. There will be an orientation session on October 2 from 2:00-4:00 p.m. in the Resource Center. Please make a special effort to attend.

Yours truly,

Appendix D

School Volunteer Orientation Agenda

COWAN HEIGHTS SCHOOL
SCHOOL VOLUNTEER ORIENTATION

October 2, 1984

2:00-4:00 p.m.

Welcome by Principal

Introductions ... Principal introduces Volunteer Coordinator
Self introduction of Volunteers

Greetings from School Board Representative

Description of the Volunteer Program ... Volunteer Coordinator
... history of program
... types of service required
... school expectation for
volunteers

School's policy on volunteer workers ... Principal

Goals and Objectives ... Principal

Role of teacher, volunteer and volunteer coordinator ... Principal

School Facilities ... Volunteer Coordinator
... tour of school (map provided)
... fire drill routes
... washrooms
... staff room
... parking

Question and Answer Period

Coffee ... teachers and volunteers

Appendix E

Library Volunteer Assignment Form.

LIBRARY VOLUNTEER ASSIGNMENT

TO: _____
volunteer

FROM: _____
volunteer coordinator

You have been assigned _____
from _____ to work in the library.
The grades using the library at that time are

If at any time you find it impossible to come
on your assigned day, please contact me at the
school - 364-4296 or at home - 368-7318.

If you have any concerns, please contact me.

Appendix F

Classroom-Volunteer Assignment
(Teacher's Form)

CLASSROOM VOLUNTEER ASSIGNMENT

(Teacher's Form)

TO: _____
teacherFROM: _____
volunteer coordinator

Name of Volunteer: _____

Address: _____

Telephone Number: _____

Day to Work: _____

Hours: _____

Additional Information: _____

It is the teacher's responsibility to notify the volunteer if his/her assistance is not required on assigned day.

Please let me know your concerns regarding volunteer assignment.

Appendix G
Classroom*Volunteer Assignment
(Volunteer's Form)

CLASSROOM VOLUNTEER ASSIGNMENT
(Volunteer's form)

TO: _____
volunteer

FROM: _____
volunteer coordinator

You will be working with _____
who teaches _____. The telephone
number at the school is 364-4296. The teacher's
home telephone number is _____. If you
are unable to come on your assigned date, please
notify the teacher as soon as possible.

The teacher is responsible for contacting you if
he/she doesn't need your assistance on a partic-
ular day.

If you have any concerns, please contact me.

Appendix H
Evaluation by Principal

EVALUATION BY PRINCIPAL

Please complete this questionnaire and return to the Volunteer Coordinator.

Rating Scale

Strongly Disagree
Disagree
Undecided

Agree
Strongly Agree

Please circle the number after each statement which most accurately describes how you feel.

SCHOOL VOLUNTEER PROGRAM

Objectives of the Program

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The school volunteer program handbook explained the objectives and procedures clearly.	1	2	3	4	5
2. The program helped to promote better home-school-community involvement and understanding.	1	2	3	4	5
3. The staff reacted unfavorably to having volunteers at the school.	1	2	3	4	5
4. The program's objectives were met.	1	2	3	4	5
5. The program provided additional educational experiences for the students which the school could not provide.	1	2	3	4	5
6. The volunteer program met the needs of the teachers.	1	2	3	4	5
7. The volunteer program met the needs of the students.	1	2	3	4	5

8. The volunteers provided the kind of service you expected. 1 2 3 4 5

Administration of Program

9. The recruitment and selection procedures were adequate. 1 2 3 4 5
10. The program was adequately supervised. 1 2 3 4 5
11. The orientation of teachers to use volunteers effectively was inadequate. 1 2 3 4 5
12. The services of volunteers helped relieve the teachers from non professional chores. 1 2 3 4 5
13. The volunteers and teachers had a good relationship. 1 2 3 4 5
14. On-the-job training was unsatisfactory. 1 2 3 4 5
15. The orientation of volunteers was inadequate. 1 2 3 4 5
16. The relationship between you and the Volunteer Coordinator was satisfactory. 1 2 3 4 5
17. The volunteers were informed of school activities and events. 1 2 3 4 5

General Comments

18. The school volunteer program should be continued next year.

Yes _____ No _____

Suggestions for improvement (Please be specific)

Appendix I
Evaluation by Teachers

EVALUATION BY TEACHERS

Please complete this questionnaire and return to the Volunteer Coordinator.

Rating Scale

Strongly Disagree
Disagree
Undecided

Agree
Strongly Agree

Please circle the number after each statement which most accurately describes how you feel.

SCHOOL VOLUNTEER PROGRAM

Objectives of the Program

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The school volunteer program handbook explained the objectives and procedures clearly.	1	2	3	4	5
2. The program helped to promote better home-school-community involvement and understanding.	1	2	3	4	5
3. The staff reacted unfavorably to having volunteers at the school.	1	2	3	4	5
4. The program's objectives were met.	1	2	3	4	5
5. The program provided additional educational experiences for the students which the school could not provide.	1	2	3	4	5
6. The volunteer program met the needs of the teachers.	1	2	3	4	5
7. The volunteer program met the needs of the students.	1	2	3	4	5

- | | | | | | |
|--|---|---|---|---|---|
| 8. The volunteers provided the kind of service you expected. | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|

Administration of Program

- | | | | | | |
|--|---|---|---|---|---|
| 9. The recruitment and selection procedures were adequate. | 1 | 2 | 3 | 4 | 5 |
| 10. The program was adequately supervised. | 1 | 2 | 3 | 4 | 5 |
| 11. The orientation of teachers to use volunteers effectively was inadequate. | 1 | 2 | 3 | 4 | 5 |
| 12. The services of volunteers helped relieve the teachers from non professional chores. | 1 | 2 | 3 | 4 | 5 |
| 13. The volunteers and teachers had a good relationship. | 1 | 2 | 3 | 4 | 5 |

Volunteer Performance

- | | | | | | |
|--|---|---|---|---|---|
| 14. The volunteer related positively with the students. | 1 | 2 | 3 | 4 | 5 |
| 15. The volunteer was regular in attendance. | 1 | 2 | 3 | 4 | 5 |
| 16. The volunteer was punctual. | 1 | 2 | 3 | 4 | 5 |
| 17. The volunteer demonstrated initiative and resourcefulness. | 1 | 2 | 3 | 4 | 5 |
| 18. The volunteer was uncooperative. | 1 | 2 | 3 | 4 | 5 |

General Comments

19. The school volunteer program should be continued next year.

Yes _____ No _____

Suggestions for improvement (Please be specific)

Appendix J
Evaluation by Volunteers

EVALUATION BY VOLUNTEERS

Please complete this questionnaire and return to the Volunteer Coordinator.

Rating Scale

Strongly Disagree

Agree

Disagree

Strongly Agree

Undecided

Please circle the number after each statement which most accurately describes how you feel.

SCHOOL VOLUNTEER PROGRAM

Objectives of the Program

1. The school volunteer program handbook explained the objectives and procedures clearly.
2. The program helped to promote better home-school-community involvement and understanding.
3. The staff reacted unfavorably to having volunteers at the school.
4. The program's objectives were met.
5. The program provided additional educational experiences for the students which the school could not provide.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

Administration of the Program

6. You feel you have made a contribution to the total school program.

1	2	3	4	5
---	---	---	---	---

- | | | | | | |
|--|---|---|---|---|---|
| 7. You were made to feel a part of the educational team. | 1 | 2 | 3 | 4 | 5 |
| 8. The school staff showed appreciation for your effort. | 1 | 2 | 3 | 4 | 5 |
| 9. The recruitment and selection procedures were adequate. | 1 | 2 | 3 | 4 | 5 |
| 10. The program was adequately supervised. | 1 | 2 | 3 | 4 | 5 |
| 11. The orientation was adequate. | 1 | 2 | 3 | 4 | 5 |
| 12. You were assigned on the basis of expressed interest or ability. | 1 | 2 | 3 | 4 | 5 |
| 13. You were informed of school activities and events. | 1 | 2 | 3 | 4 | 5 |
| 14. On-the-job training was unsatisfactory. | 1 | 2 | 3 | 4 | 5 |
| 15. The relationship between you and the Volunteer Coordinator was satisfactory. | 1 | 2 | 3 | 4 | 5 |

General Comments

- | | | | | | |
|---|---|---|---|---|---|
| 16. You would like to be a volunteer next year. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|

Yes _____ No _____

Suggestions for improvement (Please be specific)

Appendix K
Evaluation by Primary Students

EVALUATION BY PRIMARY STUDENTS

Grades I - III

Teacher's CopyInstruction:

Give each student a questionnaire. Prepare the students by doing a readiness exercise.

Example: On the chalkboard draw the three types of faces as found on the student's questionnaire ... happy, neutral and sad.

Give examples of situations appropriate for each face and have students choose a face to match each situation.

Now begin questionnaire. Read each statement and have each student mark an X on the face which shows how he feels about it.

Statements

1. I like having volunteer workers help me at school.
2. I like hearing stories read by volunteer workers.
3. The volunteers were nice people.
4. I would like to see volunteer workers in the library again next year.

EVALUATION BY PRIMARY STUDENTS

Grades I - III

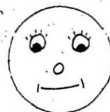
1.



2.



3.



Appendix L
EVALUATION BY ELEMENTARY STUDENTS

EVALUATION BY ELEMENTARY STUDENTS

Grades IV-VI

Teacher's CopyInstructions:

Give each student a questionnaire. Instruct the students to read each statement carefully. Allow ample time for students to complete questionnaire. On completion, collect questionnaires and return to Volunteer Coordinator.

Statements

1. The volunteers helped me with my research projects.

Yes _____ No _____

2. I enjoyed having a volunteer worker teach library skills.

Yes _____ No _____

3. The volunteer workers were kind people.

Yes _____ No _____

4. I would like to see volunteer workers in the library next year.

Yes _____ No _____

EVALUATION BY ELEMENTARY STUDENTS

Grades IV-VI

Student's Copy

1. The volunteer workers helped me with my research projects.

Yes _____ No _____

2. I enjoyed having a volunteer worker teach library skills.

Yes _____ No _____

3. The volunteer workers were kind people.

Yes _____ No _____

4. I would like to see volunteer workers in the library next year.

Yes _____ No _____

Appendix M

N.T.A. POLICY ON AUXILIARY PERSONNEL
IN SCHOOLS (Teacher Aides)

8. 'Auxiliary Personnel' in Schools (Teacher Aides)

1. That the term 'auxiliary personnel' refers to those other than teachers as defined in the NTA Act who function in a supportive role to teachers in the school. Teacher aides, library assistants, clerical aides, audio-visual technicians are examples of auxiliary personnel.
2. Definitions
 - (a) Teacher Aides -- are auxiliary personnel assigned to work with a teacher, or small team of teachers;
 - (b) School Aides -- perform a large variety of tasks for the entire teaching staff in the building.
 - (c) Volunteers -- are usually part-time teacher aides who offer their services without pay.
3. That every person who is employed to fulfill an instructional role (as authorized by the Acts and Regulations) be qualified as a teacher and under contract as a teacher.
 - (a) That the function of auxiliary personnel is to assist the teacher.
 - (b) That auxiliary personnel assume no responsibility for any evaluation involving the school personnel, pupils or program.
 - (c) That auxiliary personnel be responsible to the Principal of the school.
 - (d) That any teacher has the right to decline auxiliary personnel services.
 - (e) That auxiliary personnel not be included in the calculation of student-teacher ratio.
 - (f) That teaching functions which involve decisions regarding diagnosis of pupil difficulties, prescription of learning experiences and evaluation of pupil progress are the exclusive domain of professional teaching staff.
 - (g) That the deployment and assignment of duties within the school of auxiliary personnel who are to work in a classroom setting are the responsibility of the teachers involved in consultation with the Principal.

4. That volunteers in the school mean responsible persons who provide a service to the school to fulfill specific needs, as determined by the Principal and the teaching staff directly involved, without reimbursement or contractual commitments, of any kind.
 - (a) That the function of school volunteers is to assist the teacher and/or the school.
 - (b) That school volunteers who work with children work at all times under the supervision of a designated teacher.
 - (c) That school volunteers be responsible to, and designated by, the Principal of the School.
 - (d) That school volunteers assume no responsibility for any evaluation involving the school personnel, pupils or program.
 - (e) That school volunteers not be included in the calculation of student-volunteer services.
 - (f) That teaching functions which involve decisions regarding diagnosis of pupil difficulties, prescription of learning experiences and evaluation of pupil progress at the exclusive domain of the professional teaching staff.
5.
 - (a) NTA very clearly recognizes the need for additional professional personnel in the schools of our province and will continue to press for such an increase through a change in the present teacher allocation formula;
 - (b) The NTA holds that as additional funds for personnel become available at the government and/or school board level such funds should be utilized to provide additional classroom teachers and such funds should be utilized for the provision of teacher aides only when adequate professional requirements have been set.
 - (c) If and when teacher aides are utilized (e.g. LIP Volunteer Aides, etc.) they should be governed by the following guidelines:

TYPE	FUNCTION
(1) Instructional Aide	To assist with the implementation of programs designed and prescribed by teachers. - To be involved in an ongoing day to day interaction with students in classrooms and other learning centres. Following the strategies, tactics and materials which have been prescribed by teachers.

(ii) School Aide

To perform tasks under the direction of a teacher. To work in preparing stencils, duplicating materials, preparing bulletins, distributing materials, supervising certain pupil activities and setting up visual equipment, displays and equipment used in the teaching process.

6. Specific Guidelines

- (a) A teacher aide shall perform such duties as are assigned to him by the principal subject to the instructions of the school board and the superintendent but those duties shall not include:

The organization and management of the classrooms; the planning of teaching strategies; the direction of learning experiences of pupils (excepting under the guidance of a qualified teacher with the approval of the administration) such duties may include:

- (i) the assessment of individual needs of pupils;
- (ii) the selection of materials to meet pupil needs;
- (iii) the evaluation of pupil progress.

- (b) In the absence of a teacher, a teacher aide shall not assume or be assigned duties reserved for teachers.

A teacher aide shall not function in a classroom role if a certified teacher is not available for direction and guidance.

- (c) Broad guidelines for establishing the roles and functions of teacher aides.

Clerical (collecting money, keeping records, typing, filing, etc.). Housekeeping (keeping instructional material neat and ready for use, arranging work areas, supervising pupil clean-up activities, lab preparations, etc.).

Non-instructional (making arrangements for field trips or resource persons, checking out library books and supplies, etc.).

Audio-visual (ordering audio-visual materials, (as per I.C) setting up equipment, etc.).

Instruction-related (making objective tests and objective type homework, preparing instructional materials, working with small groups, subject to 1.c above).

- (d) The onus must be on school boards to define the duties of teacher aides in such terms as to ensure that they do not come in conflict with the Schools Act, and/or any existing collective agreement by performing functions which can only be assigned to teachers.
- (e) Teachers who make use of the services of teacher aides must accept responsibility for the manner in which they are utilized. Not only must such teachers avoid assigning aides tasks which are teaching tasks, but also they must protect any such assignment by their employees and bring any violation to the attention of the Newfoundland Teachers' Association for necessary action.
- (f) Memorial University of Newfoundland should be encouraged to offer a course or courses designed to enable teachers to acquire flexibility in the utilization of teacher aides.

7. Native Teachers

The NTA encourages the employment of Native teachers rather than Native teacher-aides, and feels that the Department of Education (Certification Committee) should give special consideration to persons possessing skill in a Native Language.

8. Mental Health Specialists

Since most Newfoundland schools are too small to have mental health specialists attached permanently to them, the Newfoundland Government should select and pay teams of mental health specialists who would travel to Newfoundland schools and attach themselves to these schools for one or two weeks at a time, each year, to render specialist services.

