

Northey Street City Farm



Training Manual



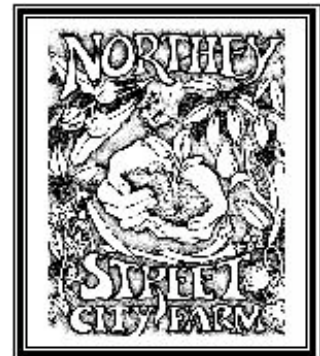


# New Farmers

A Training Manual  
for  
Volunteers, Volunteer  
Coordinators and Trainers  
at  
Community Gardens and City Farms

Compiled by  
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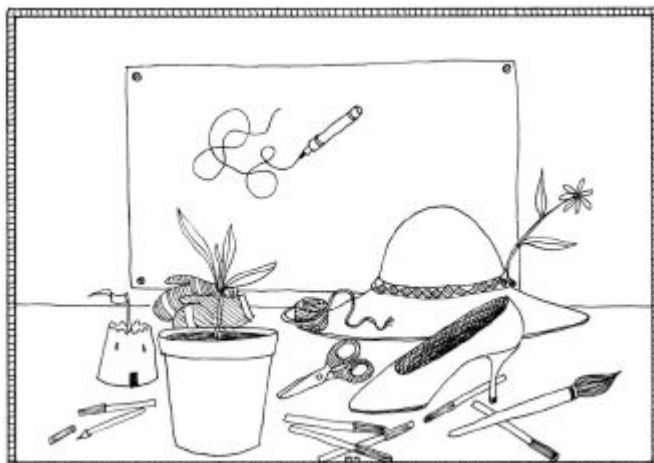


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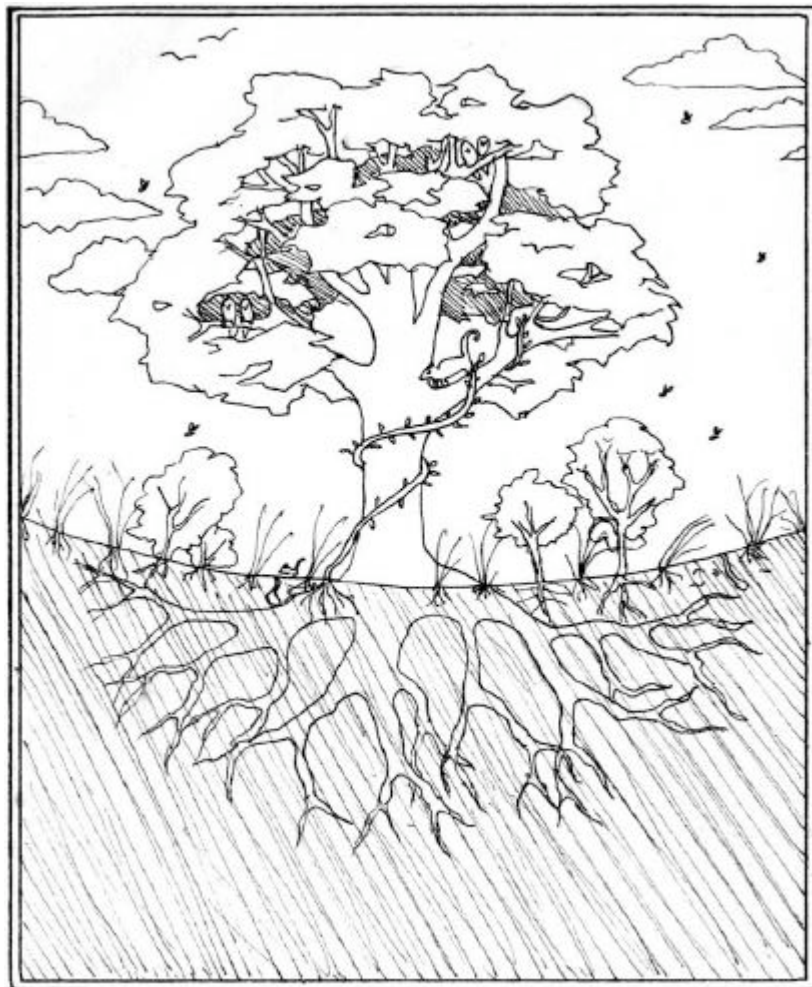


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# ***INTRODUCTION***





# INTRODUCTION

Active volunteers are the key ingredient in all successful community gardens and city farms. It is volunteers who start the gardens, build them up and keep them going. Even when funded positions are obtained, volunteers are still absolutely essential to keep the gardens going and to stimulate the interest, fun and activity that distinguish successful community gardens and city farms.

Gardening is a complex and sophisticated activity. While anyone can pick up a fork and dig, or push a seed into the soil, success at gardening requires a combination of knowledge, skills and experience. Running community organizations, similarly, requires an array of skills and knowledge.

Training is essential for helping volunteers acquire the skills necessary to be good gardeners and to run successful community organisations. Successful community gardens and city farms are places where learning is integrated into all activities.

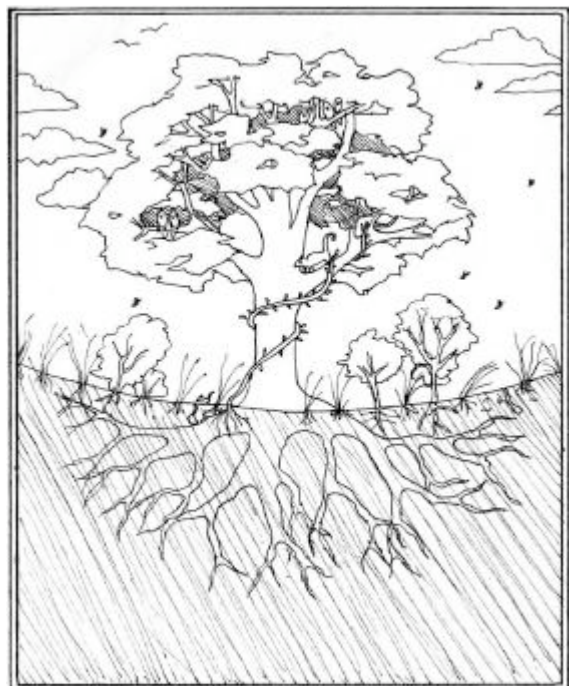
This manual records the experience of one successful community garden, Northey Street City Farm in Brisbane, in developing and delivering training programs for its volunteers. To train volunteers, volunteer coordinators and volunteer trainers are needed. So this manual includes training programs for volunteer coordinators and for volunteer trainers, as well as programs for the volunteers themselves.

The primary purpose in compiling this manual has been to facilitate on-going training programs at Northey Street City Farm itself. We hope, however, that our experience may be of use to other city farms and community gardens as they embark upon training their volunteers.

Each community garden is unique and training programs need to reflect their individual circumstances. Not all the individual training modules in this manual will necessarily apply to other community gardens. We hope, however, that this manual may inspire others to adapt elements of our programs to their own use or, better still, develop their own training programs and modules.

We welcome feedback about the manual and its contents. We hope that all who use it get as much fun and stimulation from it as we did in putting it together.

Tash Morton and Dick Copeman  
New Farmers Project Coordinators  
Northey Street City Farm





## Introduction

# OUTLINE OF THE NEW FARMERS' PROJECT

The New Farmers Project has sought to widen community participation in City Farms and Community Gardens by researching and developing training and development packages for volunteers at Northey Street City Farm (NSCF). A volunteer training and participation model has been established that can be delivered by volunteers and be easily transferred to other community gardens and city farms.

Two part-time project officers were employed for 12 months to research existing programs and adapt or develop training programs, in consultation with NSCF's volunteers. They co-ordinated and delivered training and facilitated evaluation of the project. NSCF volunteers, volunteer co-coordinators and members from other local community gardens were invited to participate in the training and contribute feedback. The manual is a collection of training that offers an inclusive, fun and educational framework for developing training packages.

It is envisaged that the 'New Farmers' Volunteer Development Program will become self-sustaining and be operated by volunteers over the long term.

## Project aims

The aims of the project were:

- To research, develop and deliver training programs that will enable volunteers to be effectively involved in City Farm projects.
- To encourage continued participation of volunteers in city farms through devising programs that support, educate and recognise volunteer contributions on city farms.
- To identify and promote leadership in order that volunteers can plan, co-ordinate and manage the Farm's activities and projects
- To support the training of volunteers on other city farms and community gardens through devising training programs that will be applicable to other community gardens and city farms,

# ABOUT NORTHEY STREET CITY FARM

## Our Mission...

We are a dynamic creative and diverse city farm based on mutuality, innovation and environmental sustainability.

## Our Vision...

We aim to create a working model of a co-operative, community based, urban permaculture farm which demonstrates, promotes, educates, celebrates and advocates for environmental and economic sustainability in a healthy, diverse and supportive community.

## NSCF History

Northey Street City Farm was established in 1994 on 4 hectare of Brisbane City Council parkland. The land on Northey Street had been reclaimed from housing in 1974, after big floods had famously consumed the houses. The land is bordered by Breakfast Creek, a large car park and roads.

When the first volunteers started on site there were some large mango trees and a lot of grass! Collectively the people involved had a vision to permaculture the site using organic methods. Revegetation along the creek banks and establishment of vegetable gardens were the initial plantings. Progressively, orchards, wetlands, kitchen gardens, market gardens, a kids area, a kitchen, an office, a workshop, a retail nursery, a green waste recycling centre, a picnic area, chook yards, art space, bushtucker and cabinet timber plantations have been established on site.

For the first five years the city farm ran entirely on volunteer labour. In the past five years the city farm has been supported through funding submissions and the development of ethical enterprises and supports a number of project staff who manage a range of programs on and off site.

The New Farmers project is the first project the farm has had, aimed specifically at supporting volunteers. NSCF currently attracts around 150 volunteers a year who actively participate in activities on site.

## NSCF Structure

NSCF is an Incorporated Not-for-Profit Community Association. City Farm is managed by a Management Committee and a Staff Collective. The Management Committee consists of eight members who are elected at the Annual General

## Introduction

*Meeting.* The Management Committee themselves are volunteers and must be members of the organisation. The Management Committee meets once a month. The Staff at NSCF meet weekly and co-ordinate projects at the Farm. See the Organisational Mud-map in the Orientation Manual (Appendix 2) for an overview of the structure of Northey Street City Farm.



## **VOLUNTEER TRAINING AT NORTHEY STREET CITY FARM (NSCF)**

### **Objectives**

1. To strengthen the skills of volunteers and their confidence in their ability to work effectively at NSCF.
2. To develop the skills of experienced volunteers who are interested in taking on the roles of coordinating other volunteers and of running volunteer induction and training programs.
3. To clarify the roles of volunteers and volunteer coordinators.
4. To strengthen community involvement in NSCF, particularly by people who wish to become involved in farming and gardening for cultural and social reasons.
5. To increase volunteer participation at NSCF.
6. To develop stronger links with other city farms and community gardens and to assist them provide training for their volunteers.

### **Training Programs**

The New Farmers' project has developed the following training programs:-

- An Orientation course for new volunteers that introduces them to the Farm site and to staff and volunteer coordinators, explains the structure and functioning of NSCF, outlines opportunities for volunteering and covers basic Workplace Health and Safety. These induction courses are held once a month and last for three hours. See the Volunteer Orientation Program (p 16) and Volunteer Orientation Booklet. (Appendix 2).
- Volunteer Training Days that provide training in the core activities of NSCF. These are held four times a year and run for six hours. See the Volunteer Training Modules on pp 22-50.
- A Volunteer Coordinator Training Program that builds the skills and confidence of volunteer coordinators so that they can train and coordinate volunteers. This program runs over two days and is held once a year. See Volunteer Coordinator Training modules on pp 51-89.
- A Train-the-Trainer Program for NSCF volunteers and staff and interested members of other city farms and community gardens. This program provides practical training in small group training techniques, including training needs analysis and creative facilitation techniques. See Train-the-Trainer modules on pp 92-115.

## Introduction

### Training Environment

The New Farmers' training programs have been developed to take full advantage of NSCF's 'living classroom' of permaculture orchards, organic vegetable gardens, chicken runs, organic nursery, bushfood plantings, aquaculture ponds and green waste recycling centre, as well as its grass roots, community based structure and organization.

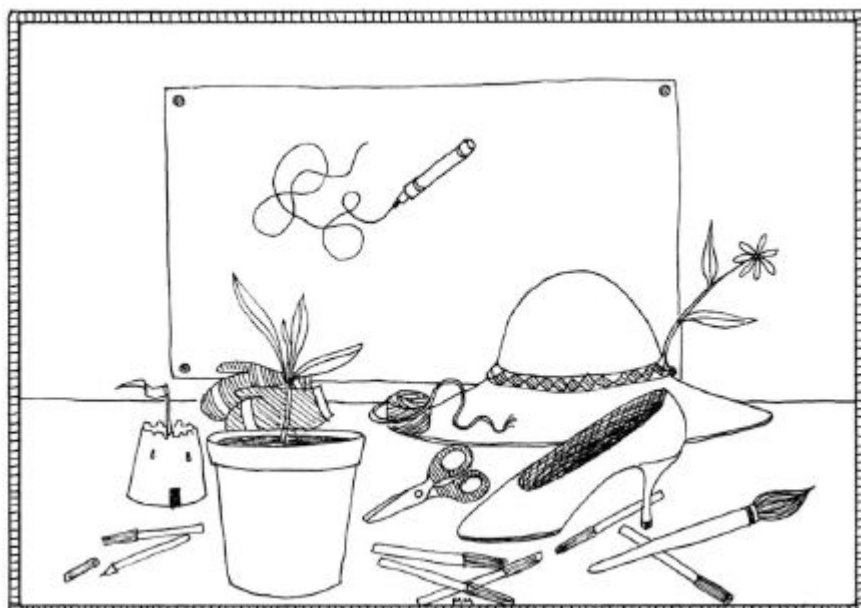
Thus, for effective delivery, the Volunteer Training Modules in particular, require a garden environment similar to that of NSCF or other established community gardens. The Volunteer Coordinator Training Program and the Train-the-Trainer Program, however, are less site specific and can be delivered in non-garden environments,

### Equipment and Facilities for Training

These Training Programs were developed to be delivered in the open-air facilities of NSCF. Consequently, high technology teaching aides are not required.

The equipment required includes:

- Blackboard
- Pin boards
- Butcher's paper
- Chalk
- Felt pens
- Assorted hats, scarves, balls, musical instruments, etc as props for role plays, teaching sessions etc
- Spare pens, crayons, pencils and paper for students' use



## Introduction

Facilities that are recommended, in addition to the garden, nursery etc. mentioned above, include:

- A training room or outdoor training area with shade and weather protection
- Seats and tables
- Separate 'break-out' areas for small group activities
- A large room or flat, open space for group exercises and games
- Toilet
- Kitchen for tea and coffee and lunch

## Promoting Training

Word of mouth, email and notices on the volunteers' noticeboard are used to promote training programs for volunteers and volunteer coordinators.

Train-the-trainer programs are promoted also to other city farms and community gardens through the Community Gardens and City Farms Network and to other kindred organizations via email.

# ***VOLUNTEER TRAINING***





## VOLUNTEER ORIENTATION PROGRAM

This program aims to introduce new volunteers to the physical site, operations and personnel of Northey Street City Farm. It also covers the rights and responsibilities of volunteers as well as basic workplace health safety.

Volunteer Induction Programs are held on the first Thursday of each month.

### Program

9:30 - 10:40	Tour of City Farm
10:40 - 11:10	Morning tea and introductions to staff and volunteer coordinators
11:10 - 11:45	Read through Orientation booklet re:- <ul style="list-style-type: none"><li>• Structure and Function of NSCF</li><li>• Rights and Responsibilities of Volunteers</li></ul>
11:45 - 12:25	Workplace Health and Safety
12:25 - 12:30	Questions
12:30 - 1:00	Lunch



## WORKPLACE HEALTH AND SAFETY

Facilitator:

Time: 40 mins

Objectives:

1. To understand who is responsible for Workplace health and Safety
2. To know how to work safely
3. To be aware of the risks of working at NSCF
4. To be familiar with the tools and protective equipment at NSCF



Objective	Competencies	Activity	Time (min)	Resources/ Hand-outs
1) To understand who is responsible for Workplace Health and Safety	<ul style="list-style-type: none"> <li>• Understand the responsibilities of workers and supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Read from the <i>Workplace Health and Safety Act</i></li> </ul>	0-5	<i>Workplace Health and Safety Act</i>
2) To know how to work safely	<ul style="list-style-type: none"> <li>• Know how to undertake tasks safely</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm the preparations for a simple workplace task</li> </ul>	5- 10	<i>Safety worksheet</i>
3) To be aware of the risks of working at NSCF	<ul style="list-style-type: none"> <li>• Manual handling</li> <li>• Sun exposure</li> <li>• Cuts, trips and falls</li> <li>• Power tools and noise</li> </ul>	<ul style="list-style-type: none"> <li>• Read through hazard sheets with the group</li> </ul>	10-25	Laminated hazard sheets on <i>Manual Handling</i>
4) To be familiar with the tools, protective equipment and first aid facilities at NSCF	<ul style="list-style-type: none"> <li>• Know where tools are kept</li> <li>• Know where protective equipment is kept</li> <li>• Know where first aid kit is kept</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate tools in tool area</li> <li>• Show protective equipment</li> <li>• Show first aid kit</li> </ul>	25-35	
Summary and conclusion		<ul style="list-style-type: none"> <li>• Questions and answers</li> </ul>	35-40	

## ***SAFETY WORKSHEET*      *NAME:***

- Workplace Health & Safety Act
- Accident / Incident reports
- Your WH&S Officer is Richard Nielsen

**SAFETY IS      \_ \_ \_ \_      EASY**

PEOPLE			
IMPLEMENTS			
SURROUNDINGS			
SELF			

### ***Strategies for Safety***

- ELIMINATE THE HAZARD
- USE A SAFER ALTERNATIVE
- USE AN ENGINEERING OR DESIGN SOLUTION
- DEVISE A SAFER WORK PRACTISE
- USE PERSONAL PROTECTIVE EQUIPMENT

## MANUAL HANDLING

### What is Manual Handling?

Manual Handling is any activity by a person, which requires the use of force to lift or shift an object

### Injuries Caused by Manual Handling

Manual handling of heavy or awkward objects is the commonest cause of injury at work.

The most frequent injuries from manual handling are:

- lower back injury - damage to the ligaments, muscles or inter-vertebral discs
- injury to other parts of the body, such as the knee and shoulder
- fatigue, leading to accidents, such as trips and falls
- aggravation of heart or lung diseases, such as heart failure or asthma
- abdominal hernias

### How to Reduce the Risks of Manual Handling

4. Eliminate or reduce the hazard or use a safer alternative  
e.g. use lightweight bamboo instead of heavy hardwood for fencing
2. Use an engineering or design solution  
e.g. store heavy and frequently used objects between shoulder and knuckle height (position A in diagram →)
3. Devise a safer work practice  
e.g. use lifting aids such as trolleys, barrows or ropes, lift in teams, roll rather than lift
4. Use personal protective equipment  
e.g. steel capped boots, gloves

### 3-Stage Approach to Manual Handling

1. Stop and survey the situation to identify the risk
  - clear the path
  - (look high, look low, look where you want to go)
2. Assess the risk
  - weight of the load
  - shape of the load and ease of gripping
  - position of the load in relation to your body
  - for how long will you have to lift or push

Assess the Risk (cont.)

  - how far will you have to lift or push
  - how many times will you have to lift or push the load
  - Do the manual handling only when you have worked out how to control the risk

## Weight limits

### Legal limits:

- Women (all ages)            16 kg
- Men aged 16 to 18        18 kg
- Men over 18                no legal limit

### Advisory limits in codes and workplace awards:

- weight limit for men varies from 20 kg to 55 kg
- when seated, do not lift in excess of 4.5 kg

<u>Weights of common objects at City Farm</u>
• concrete block - 20 kg (approx)
• standard bag of cement - 40 kg



## How to Lift

Traditional advice to keep the back straight and knees bent in a squatting position when lifting is no longer recommended.

It is safer to follow your instincts as to what feels most natural and comfortable in each situation.

## Situations to Avoid

- lifting above the shoulders
- twisting movements
- sideways bending
- sudden jerking movements
- lifting at arms length
- awkward shaped objects
- objects without suitable grips
- prolonged or repetitive manual
- handling without rest breaks

## Potential Hazards at City Farm

- lifting timber, sleepers, lumps of concrete, benches, etc.
- pushing heavily laden barrows, especially over uneven ground
- rolling the compost tumblers
- can you identify any others?

## The Golden Rule

**Don't be afraid to ask for help if you have to  
lift or push a heavy object.**

**TRAINING NEEDS ANALYSIS**

The form below is used to assess the training needs of NSCF volunteers.

***Volunteer Training Needs***

Northey Street City Farm is now able to offer training courses for all our volunteers four times a year .

The first Volunteer Training Program will be held on Friday 25th July, from 9 am to 3 pm. There will be no charge for the training program for regular volunteers. Lunch and morning tea will be provided

**What do you want to learn?**

Below is a list of possible topics for the training program. Please tick 5 topics that you would like to receive training in.

- Propagating plants from seeds
- Propagating plants from cuttings
- Planting seedlings
- Planting trees
- Maintaining vegetable gardens
- Common vegies - growing and using them
- Tree care

- What is Permaculture?
- How to conduct a meeting
- Workplace health and safety
- Basic carpentry
- Introduction to power tools
- Basic office skills
- Others (please specify)

.....  
.....

We won't be able to include all the topics listed above, so we will be guided by what topics are wanted by the majority of volunteers.

**What do you know already?**

Please indicate which of the topics below you are familiar with.

- Propagating plants from seeds
- Propagating plants from cuttings
- Planting seedlings
- Planting trees
- Maintaining vegetable gardens
- Common vegies - growing and using them
- Tree care

- What is Permaculture?
- How to conduct a meeting
- Workplace health and safety
- Basic carpentry
- Introduction to power tools
- Basic office skills
- Others (please specify)

.....  
.....

Thanks for your time and interest.

### VOLUNTEER TRAINING PROGRAM

Volunteer Training Days are held quarterly, with three topics covered on each day. The topics were decided following a Training Needs Survey of active NSCF volunteers. The survey form is shown over the page.

The topics for which training modules have been developed and delivered are:

#### Training Day 1

- 
- Vegetable gardening
- Tree Care
- Basic Carpentry

#### Training Day 2

- Chickens
- Green Waste Recycling
- Bushfoods

#### Training Day 3

- Propagation
- Office Skills
- Organic Pest and Disease Control

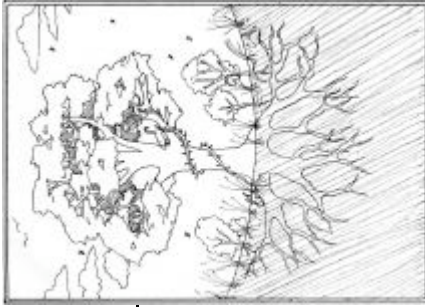
#### Training Day 4

- What is Permaculture?
- Garden Design
- Tour Guiding

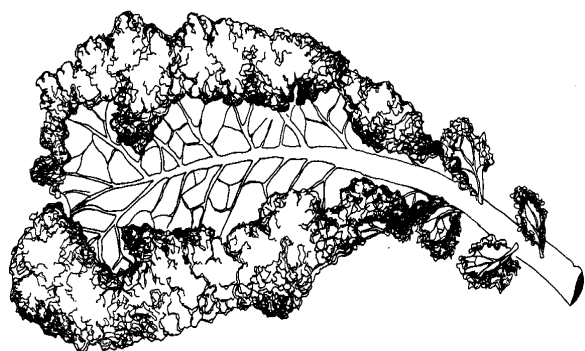
Group numbers are kept to a maximum of 18, divided into three groups of six to allow for maximum hands-on activity. Tutors are drawn from NSCF staff and from participants in the Train-the-Trainer course.

Volunteer Training Modules are shown on the following pages.





<p><b>Tree Care</b></p> <p>Facilitator:</p> <p>Time: 1.5 hours</p> <p>Objectives:</p> <p>1) Caring for growing tree including staking, weeding, watering, mulching and fertilising.</p> <p>2. Understanding the role of integrated tree care through designing guilds.</p>		Resources / Handout
Objective	Competencies	Activity
Introduction	Outline session Ascertain prior knowledge	Game: name yourself and one disaster with tree care.
1. Caring for growing trees including staking, weeding, watering, mulching and fertilising.	<p>1.1 Staking of trees are removed or added in the orchard</p> <p>1.2 Fertiliser is added to the fruit tree in the form of compost, mulch and liquid fertiliser.</p> <p>1.3 Weeding is carried out around the base of the tree</p> <p>1.4 The trees are watered if needed.</p>	Using fruit trees in the orchard demonstrate the practice of staking, mulching, fertilising, watering and weeding.
2. Understanding the role of integrated tree care	<p>2.1 Trees should not be planted in isolation but as part of an integrated system.</p> <p>2.2 Integrated systems should provide for the needs of the tree: fertility, pest and disease resistance and control, shade or sun, pollinators. These are called guilds.</p>	Walking through the orchard the tutor points out examples of integrated systems and asks the students to find further examples.
Conclusion and Evaluation	Review competencies above	<ul style="list-style-type: none"> <li>Qs &amp; As</li> </ul>



## Vegetable Gardening

Facilitator:

Time: 75 mins

Objectives:

1. To select appropriate seeds and seedlings for planting in different seasons
2. To prepare garden beds for planting
3. To plant seeds and seedlings
4. To apply compost, mulch and water appropriately
5. To control weeds appropriately

Objective	Competencies	Activity	Time	Resources/ Handouts
Introduction		Outline of session Assess Prior learning and experience	0 - 5	
1. To select appropriate seeds and seedlings for planting at different times of year	<ul style="list-style-type: none"> <li>• Know how to find out what to plant in each season</li> <li>• Select appropriate seeds and seedlings for planting at different times of year</li> </ul>	<ul style="list-style-type: none"> <li>• Read through and discuss handout</li> <li>• In nursery, select seeds and seedlings for planting out</li> </ul>	5 - 15	Seasonal Planting Guides from NSCF newsletters

<p>2. To prepare garden beds for planting</p>	<ul style="list-style-type: none"> <li>Remove spent plants and weeds from garden</li> <li>Select planting areas for crop rotation</li> <li>Dig out paths and add soil to garden</li> </ul>	<ul style="list-style-type: none"> <li>Tutor explains concept of crop rotation</li> <li>Students and tutor select areas for crop rotation and prepare garden beds for planting</li> </ul>	
<p>3. To be able to plant seeds and seedlings</p>	<ul style="list-style-type: none"> <li>Plant seeds</li> <li>Plant seedlings</li> </ul>	<ul style="list-style-type: none"> <li>Tutor demonstrates how to plant a seedling and how to plant a seed.</li> <li>Students each plant at least ten seedling and ten seeds in appropriate positions</li> </ul>	<p>Forks, hand forks, trowels, shovels, rakes, wheelbarrows, hoses, watering cans, seeds, seedlings, compost, mulch</p>
<p>4. To apply compost, water and mulch appropriately</p>	<ul style="list-style-type: none"> <li>Apply compost</li> <li>Apply water</li> <li>Apply mulch</li> </ul>	<ul style="list-style-type: none"> <li>Tutor demonstrates how to apply compost with each seedling, water seedlings and apply mulch</li> <li>Students apply compost, water and mulch to seedlings</li> </ul>	<p>15 - 65</p>
<p>5. To control weeds appropriately</p>	<ul style="list-style-type: none"> <li>Recognise common weeds</li> <li>Control common weeds</li> </ul>	<ul style="list-style-type: none"> <li>Tutor points out common weeds</li> <li>Demonstrate methods for managing them</li> <li>Students identify and manage weeds</li> </ul>	
<p>Summary and Evaluation</p>		<ul style="list-style-type: none"> <li>Question and answer session</li> <li>Clean up and put away</li> </ul>	<p>65 -75</p>



# Summer Planting Guide



Sow seeds in punnets	Dec	Jan	Feb
Asparagus			•
Beetroot			•
Broccoli			•
Brussel Sprouts			•
Burdock	•	•	•
Cabbage			•
Cabbage-Chinese	•	•	•
Capsicum	•	•	•
Cauliflower			•
Celery			•
Ceylon spinach	•	•	•
Chillis (all)	•	•	•
Eggplant	•	•	•
Kale			•
Lettuce			•
Lettuce - non-hearting	•	•	•
Mexican yam (jicama)	•	•	•
Onions			•
Radish	•	•	•
Rosella	•	•	•
Sunflowers	•	•	•
Tomatoes - pest resistant	•	•	•



Pruning	Dec	Jan	Feb
Bushy herbs			•
Pigeon peas (after flowering)	•		

Sow seeds direct	Dec	Jan	Feb
Amaranth (grain)	•	•	•
Beans-climbing	•	•	•
Beans-dwarf	•		
Buckwheat	•	•	•
Corn-sweet	•	•	•
Cowpea/ lab lab	•	•	
Cucumber	•	•	•
Eshallots			•
Marrow/gourd	•	•	
Melons	•	•	•
Peanut	•		
Pumpkin	•	•	
Soya bean	•		
Zucchini/ squash	•	•	

Herbs	Dec	Jan	Feb
Anise	•	•	•
Basil	•	•	•
Burnett	•	•	•
Catnip			•
Chamomile			C
Chervil	•	•	•
Dandelion	R	R	R
Echinacea	•	•	•
Evening primrose	•	•	•
Feverfew	C	C	C
Hyssop	•	•	•
Lemongrass	R	R	R
Lovage	•	•	•
Marigold	•	•	•
Marjoram	C	C	C
Nasturtium	•	•	•
Oregano	C	C	C
Parsley	•	•	•
Peppermint	C	C	C
Pyrethrum	•	•	•
Valerian	•	•	•

Propagation	Dec	Jan	Feb
Artichoke-Jerusalem	T		
Cassava	C	C	C
Ginger	T	T	T
Galangal	T	T	T
Sweet potato	C	C	C
Taro	R	R	R
Turmeric	T	T	T
Yacon	T		
Yam	T	T	T

Thankyou to Tash Morton for the development of the 3 monthly planting guides.

Maintenance & Preparation	Dec	Jan	Feb
Fruit fly control measures	•	•	•
Mulch and ground covers	•	•	•
Prepare beds for autumn plantings			•
Prepare beds for green manure			•
Sow green manure i.e. Lablab, Buckwheat, lucerne, mustard	•		

Trees, vines to plant	Dec	Jan	Feb
Bananas	R	R	R
Pawpaw	•	•	•
Passionfruit	•		
Tamarillo	C	C	C

Fertilise	Dec	Jan	Feb
Manure & mulch vegetable garden	•		
Light application to fruit trees	•		

Watch Out For!	Dec	Jan	Feb
Beanfly, chewing insects, caterpillars	•	•	•
Citrus leaf miner	•	•	•
Damping off			•
Fruitfly	•	•	•
Mildew	•	•	•
Water stress (esp. citrus)	•	•	•

•	Seed
R	Root division
C	Cutting
T	Tuber



# Autumn Planting Guide



Sow seeds in punnets	Mar	Apr	May
Beetroot	•	•	•
Broccoli	•	•	•
Brussel Sprouts		•	•
Cabbage	•	•	•
Capsicum	•	•	
Carrot	•	•	•
Cauliflower	•	•	•
Celery		•	•
Daikon			•
Eggplant	•	•	•
Endive		•	•
Kale	•	•	•
Kohl Rabi		•	•
Lettuce (hearting)			•
Lettuce - non-hearting	•	•	
Leek		•	•
Mustard greens	•	•	•
Onion			•
Shallots	•	•	•
Silverbeet	•	•	•
Spinach English			•
Swede			•
Tomato	•	•	•

Thankyou to Tash Morton for the development of the 3 monthly planting guides.

Propagation (cuttings/div)	Mar	Apr	May
Burdock	•	•	•
Cassava	C	C	C
Comfrey (root)	R	R	R
Herbs (soft wood)	C	C	
Herbs (woody)			C
Ibeka	C	C	
Jerusalem Artichokes	T	T	
Lemongrass	R		
Raspberry	R/C		
Sweet Potato	C	C	C
Warrigal greens	•/C	•/C	•/C

Sow seeds direct	Mar	Apr	May
Amaranth	•	•	
Artichoke	•	•	
Asparagus	•/R	•/R	•/R
Beans—broad		•	•
Beans—bush	•	•	
Beans—climbing	•	•	•
Carrot	•	•	•
Cucumber	•		
Parsnip			•
Pea			•
Potatoes t=tuber	T	T	T
Pumpkin	•		
Radish	•	•	•
Rhubarb		•	•
Snowpeas		•	•
Strawberry runners	•	•	•
Sunflowers	•		
Turnip		•	•
Zucchini, squash, marrow, gourd		•	•

Watch out for!	Mar	Apr	May
Aphids	***	***	***
Damping off	***		
Don't mulch too close to stems		***	***
Fruitfly	***		
Mildew	***		
Water stress/heat	***		
White cabbage moth		***	***

Pruning	Mar	Apr	May
Bushy herbs	***	***	
Perennial flowers			***
Anything finished fruiting/flowering			***

Asian vegies (punnets)	Mar	Apr	May
Bok choi	•	•	
Chinese cabbage	•	•	
Choy sum	•	•	•
Kang kong	C	C	
Pak choi			•
Mizuna			
Perilla		•	•

Herbs	Mar	Apr	May
Basil (seed/cut)	•/C	•/C	•/C
Borage	•	•	•
Burnett	•	•	•
Caraway	•	•	
Catnip	•	•	
Chamomile	•/C	•/C	
Chervil			•
Chicory			•
Chives	•/R	•/R	•/R
Coriander	•	•	•
Dandelion (root)		•/R	•/R
Dill		•	•
Evening primrose			•/R
Garlic (clove)		•	•
Florence Fennel		•	•
Garlic			clove
Licorice		•	•
Oregano (root)	C	C	C
Parsley	•	•	•
Rocket	•	•	•
Rosemary	C	C	C
Spearmint	C	C	C
St. John's Wort	•	•	•
Watercress			R
Wormwood	C	C	C

Green manure	Mar	Apr	May
Green manure kit		•	
Lucerne		•	•
Lupin		•	
Oats		•	
Pinto beans		•/R	•/R

Maintenance & Preparation	Mar	Apr	May
Prepare beds for winter crop	***	***	
Prepare beds for green manure	***		

Ledgend	
R	Root Division
C	Cutting
T	Tuber
•	Seed



# Winter Planting Guide



Sow seeds in Punnets	June	July	Aug
Beetroot	*	*	*
Cabbage	*		
Carrot	*	*	
Capsicum	*	*	*
Cauliflower	*		
Celery	*	*	
Eggplant	*	*	*
Endive	*		
Diakon	*	*	
Kale	*	*	
Kohl rabi	*	*	
Lettuce-hearting	*	*	*
Mustard greens	*	*	
Onion	*	*	
Rocket			*
Shallots	*	*	*
Silverbeet	*	*	*
European spinach	*		
Tomatoes	*	*	*



Herbs and Flowers	June	July	Aug
Alyssium			*
Basil	C/*	C/*	
Borage	*	*	
Chevril	*	*	
Chicory	*		
Coriander	*	*	
Cress	*	*	
Dandelion	R	R	
Dill	*	*	*
Evening primrose	*		
Garlic	clove		
Ginger	T	T	
Marigold			*
Parsley	*	*	*
Oregano	R		
Sweet pea	*		
Tumeric	T	T	
Grapes			*
Passionfruit			*

Sow seeds direct	June	July	Aug
Asparagus crowns	*	*	
Beans	*	*	*
Carrot	*	*	*
Cucumber	*	*	*
Parsnip	*	*	
Pea – snow/snap	*	*	
Potato	*/T		T
Pumpkin	*	*	*
Radish			*
Turnip	*	*	
Water chestnuts		T	
Yacorn (ground apple)		T	
Zucchini/squash/marrow			



Propagation	June	July	Aug
Grape monstera			C
Woody herbs (rosemary/thyme)			C

M'tain & Prepare	June	July	Aug
Prune perennial flowers	*		
<b>Prune after fruit/flowers:</b>	*		
Anything			*
Grape			*
Herbs			*
Bush lemon			*
Fruit fly control			*
Fertilise fruit/trees and vines			*

Asian vegies (sow in Punnets)	June	July	Aug
Pak choi	*	*	
Choi sum	*	*	
Tall paak tsoi	*	*	
Swatow broccoli	*	*	
Chinese cabbage			*
Bok choy			*

*	Seed
C	Cutting
R	Root
T	Tuber

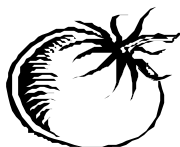
Watch Out For!	June	July	Aug
White cabbage moth	*	*	
Frost	*	*	*
Aphids	*		
Snails	*	*	
Citrus aphids and leaf miners			*
Strong westerly wind			*

Green Manure	June
Oats	*^
Lucerne	*

# Spring Planting Guide

Sow seeds in punnets	Sept	Oct	Nov
Asparagus	?	?	?
Beetroot	?	?	?
Capsicum	?	?	?
Ceylon spinach	?	?	?
Chilli	?	?	?
Eggplant	?	?	?
Lettuce – non-hearting	?	?	?
Rosella	?	?	?
Shallots	?	?	?
Silverbeet/spinach	?	?	?
Tomatoes – pest resistant	?	?	?

Sow seeds direct	Sept	Oct	Nov
Beans – climb	?	?	?
– dwarf		?	?
– snake			
– bush	?		
Choko	T	T	T
Carrot	?		
Cassava	C	C	C
Cucumber	?	?	?
Ginger	T	T	T
Indian spinach		?	
Luffa	?	?	?
Marrow/gourd			?
Melons	?	?	?
Okra	?	?	?
Peanuts			?
Potatoes	T	T	
Pumpkin	?	?	?
Radish			?
Sweet corn	?	?	?
Sweet potato/taro	C/T	C/T	C/T
Zucchini/squash	?	?	?



Asian Vegies (sow in punnets)	Sept	Oct	Nov
Chinese cabbage	?		
Bok choy	?	?	

Trees, vines to plant	Sept	Oct	Nov
Banana suckers/ Monstera	?	?	?
Pawpaw			?
Tamarillo			C ?



Herbs and Flowers	Sept	Oct	Nov
Alyssium	?	?	
Basil	C ?	C ?	C ?
Cosmos			?
Dill	?		?
Forget-me-not			?
Marigold	?	?	?
Parsley	?	?	?
Salvia	C ?	C ?	?
Sunflower	?	?	?
Zinnia			?

Propagation	Sept	Oct	Nov
Woody herbs (rosemary/thyme)	C		
Ginger	T	T	T
Crysanthemum	C		
Cassava			C
Comfrey			R
Lemongrass			R
Cape gooseberry			C

Propagation	Key
?	Seed
R	Root division
C	Cutting
T	Tuber

Maintenance & Preparation	Sept	Oct	Nov
Prune after fruit/flower:			
- herbs	?	?	?
- custard apple	?		
- bush lemon	?		
- native shrubs		?	
- mulberry			?
Prepare beds for summer vegies	?	?	
Fruit fly control measures	?		?
Mulch to control grass and weeds	?	?	
Fertilise fruit trees and vines	?		
Mulch and establish living ground covers			?
Remove strawberry runners			?

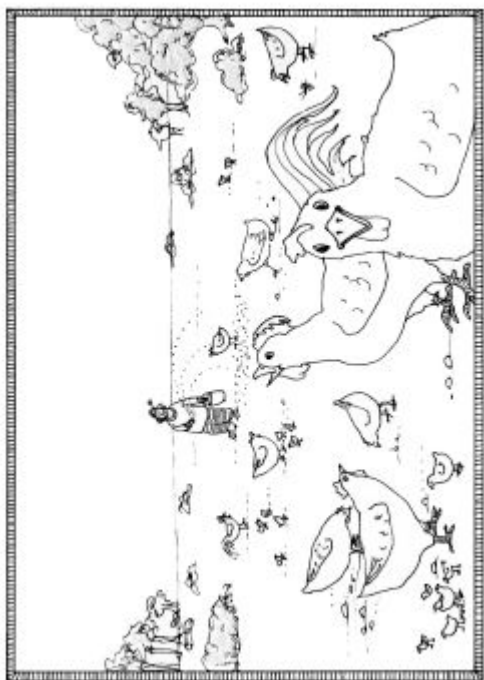


Watch Out For!	Sept	Oct	Nov
Beanfly, caterpillars	?	?	?
Water stress	?	?	?
Fruitfly		?	?
Beetles			?
Citrus leaf minor			?
Powdery mildew on zucchini/squash/etc			?



Thankyou to Tash Morton for the development of the 3 monthly planting guides.





## Chooks

Time: 1.5 hours

Facilitator:

Objectives:

1. To understand the characteristics and behaviours of chickens
2. To be able to provide for needs of poultry (housing, food and health)
3. To design an intergrated system for poultry in a Permaculture garden.

Objective	Competencies	Activity	Time (min)	Resources
Introduction	<ul style="list-style-type: none"> <li>• Familiarise and have fun</li> <li>• Share previous experiences</li> <li>• Course overview</li> </ul>	<ul style="list-style-type: none"> <li>• Chicken dance</li> <li>• Participants share knowledge</li> <li>• Facilitator gives overview</li> </ul>	0-7	<ul style="list-style-type: none"> <li>• CD player and CD</li> <li>• Board</li> <li>• Paper</li> </ul>
1. To understand the characteristics and behaviours of chickens	1.1 General characteristics of poultry and specific characteristics of particular breeds. 1.2 Social behaviours of chooks including flocks and breeding behaviours	<ul style="list-style-type: none"> <li>• Write in appropriate sections on 'mind maps' the characteristics, products, uses, behaviour, needs of chooks.</li> <li>• Observe chooks in NSCF pens and discuss behaviours, breeds and stocking flocks.</li> </ul>	7-22	<ul style="list-style-type: none"> <li>• Mind Map overview</li> <li>• Chook Pens</li> </ul>

<p>2. To be able to provide for needs of poultry (housing, food and health)</p>	<p>2.1 Know a range of available chook housing possibilities                  2.2 Discuss relevant benefits and limitations of various housing types                  2.3 Learn nutritional requirements of poultry                  2.4 Compare non-organic and organic methods                  2.5 Learn main problems, conditions and diseases associated with chooks                  2.6 Be able to administer treatments and medicines for particular conditions</p>	<ul style="list-style-type: none"> <li>• Observe types of housing used at NSCF</li> <li>• Write in section of mind maps</li> <li>• Look at pictures and handouts</li> <li>• Observe and learn names of medicinal herbs grown for remedies</li> <li>• Learn simple recipes for chook treatments</li> <li>• Carry out simple treatments for some conditions</li> <li>• Examine chooks and pens for possible conditions and problems.</li> </ul>	<p>22-62</p>	<p>Poultry books                  Mind Map                  Sample of herbs and medicinal preparations                  chook boxes and roosts                  Chooks                   Handouts:                  "The Permaculture Home Garden"                  p62/63                  "Earth User's Guide to Permaculture"                  P90-92</p>
<p>3. To design an intergrated system for poultry in a Permaculture garden.</p>	<p>3.1 Be familiar with zone and sector planning                  3.2 Demonstrate an understanding of the placement of chooks and their structures in relation to zones and sectors</p>	<ul style="list-style-type: none"> <li>• Group activity to create permaculture design for housing and keeping chooks.</li> </ul>	<p>62-82</p>	<p>Black board                  butchers paper</p>
<p>Summary</p>	<ul style="list-style-type: none"> <li>• Recap and summarise</li> <li>• Answer questions from participants</li> <li>• Oral evaluation</li> <li>• Display of chooks books</li> </ul>	<p>Use mindmap and designs</p>	<p>82-90</p>	

## Green Waste Recycling



Facilitator:

Time: 1.5 hours

Objectives:

1. To understand the process of making compost in a compost tumbler
2. To demonstrate feeding worms and monitoring worm farms
3. To understand the basic management processes in the Green Waste Recycling Centre at NSCF

Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior knowledge	<ol style="list-style-type: none"> <li>1. Explain the history of the GWR Centre at NSCF and how it is currently managed.</li> <li>2. Collect tools for the job and outline today's practical program</li> </ol>	0-5	
<ol style="list-style-type: none"> <li>1. To understand the process of making compost in a compost tumbler</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Understand how composting works in a tumbler</li> <li>1.2 Collecting and sorting materials to fill the tumblers</li> <li>1.3 Understand the choice and ratio of materials used in compost making</li> <li>1.4 Empty and fill tumblers</li> <li>1.5 Water material in</li> <li>1.6 Seal tumblers</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate emptying compost tumblers</li> <li>• Demonstrate filling compost tumblers</li> <li>• Water and seal tumblers for rolling</li> </ul>	5-45	Wheelbarrow x5 Mulch folks x5 Hose and gloves Tumblers Compost materials

<p>2. To demonstrate feeding worms and monitoring worm farms</p>	<p>2.1 Use mulcher safely to shred food scraps                  2.2 Feed worm farms using the strip feeding method                  2.3 Cover food with grass clippings and cover                  2.4 Monitor the moisture, temperature, worm and other insect activity, pH of worm farms.</p>	<ul style="list-style-type: none"> <li>• Shredding food scraps and feeding worms</li> <li>• Checking moisture, temperature, worm activity, pH of worm farms and adjusting for needs of the worms.</li> </ul>	<p>45- 70</p>	<p>Wheelbarrow x 1                  Gloves                  Shovels x 2                  Ear muffs x 6                  Petrol and Hose                  Thermometer                  pH meter  <i>Basics of Worm Farming Handout</i></p>
<p>3. To understand the basic management processes in the Green Waste Recycling Centre at NSCF</p>	<p>3.1 To understand the process of turning green waste into compost, worm castings and liquid fertilisers                  3.2 Identifying the flow of waste through the centre and the management strategies in place to deal with the waste.</p>	<ul style="list-style-type: none"> <li>• Walk through the process of waste collection to compost</li> <li>• Identify the management strategies in place to deal with potential issues when handling waste.</li> </ul>	<p>70-85</p>	
<p>Summary and Evaluation</p>		<ol style="list-style-type: none"> <li>1. Explain how volunteers can get involved with the GWR Centre activities</li> <li>2. Answer questions arising from the activities</li> </ol>	<p>85-90</p>	

## BASICS OF WORM FARMING



Composting worms are a different species of worm to the ones that live in your garden. The most common breeds of compost worms are tiger, red and Ausie blue worm. They like cool, dark places and feed on organic matter.

### Feeding

- The first rule is to manage the feeding supply with the ability of worms to eat it.
- Worms will eat anything that was once living, including food scraps, manure, cotton, waste from the food processing industry and grass clippings.
- It is best to shred food before feeding worms.
- Apply feed in strips to allow air to flow into bedding material, and some worms to remain working over older food.
- Varying the worm's diet will improve the worm's nutrition.

### Breeding

All worms are hermaphroditic, but still mate with another worm. Fertilised eggs are laid into the clitellum (saddle), a distinctive ring around the worm's body. The clitellum works its way down the worm's body and releases the eggs at the end. The eggs change from translucent white, yellow, to dark brown as they mature. Under ideal conditions eggs will hatch after 21 days. Between 6-8 worms hatch from each egg. But under poor conditions only one worm will hatch.

Worms breed mostly in Autumn and Spring. Good management will influence breeding success.

### Management

Good management practices include:

- A regular feeding cycle (once every 4-7 days)
- Aerating the bedding material, keeping bedding loose and friable
- Keeping the bedding material moist but not too wet
- Maintain PH between 7-7.5, occasionally lime may be added if bed is too acidic
- A diversity of insect activity in your worm farm is good
- Keeping the worm farm in a cool spot covered from rain

### Harvesting products

- Liquid Fertiliser/Worm Juice

If you are wanting to harvest the liquid you will need a closed base on the worm farm which drains into a drum/bucket. It is good practice to put the juice back through the worm farm a couple of times to enrich the liquid. Throw away if juice is smelly or the PH is too low.

- Worm Castings

To collect the worms from a stacked box system, wait until the majority of worms have moved to the higher tray before using the castings from the lower tray. In a bathtub system, remove the cover and expose worms to light, the worms will move down so you can scrape the casting from the top. Repeat the procedure.

- Worms

Collect clumps of worms from the feeding layer. Aim to leave mature and breeding worms. Only collect worms from farms that are supporting a healthy population.

## From Waste to Compost

Did you know that 60% of the waste generated by the average household is able to be composted. In fact anything that was once living is able to be composted. Any one can develop good soil once they understand the principles of compost making.

	Aerobic (uses oxygen)	Anaerobic (excludes oxygen)
Methods	Tumblers Turning a pile Windrows	Static pile Compost bins
Temperature	hot	cold
How long it takes	3 weeks	3 months
Labour required	Med-high	easy
Quality of compost	high	high
Useful qualities	Heat kills weed seed and pathogens	

### Comparison of Aerobic and Anaerobic Composting

1. Moisture
2. Micro-organisms
3. Balance of organic materials (especially nitrogen carbon ratio)

*Essential Elements*  
(N) nitrogen rich  
(C) carbon rich  
(TE) trace elements

### Commonly asked questions

#### 1. *My compost heats up then losses its heat*

This could be that there is not enough moisture. The compost should be moist enough that if you squeeze a handful you should just be able to get a drop out of it. Add some water if too dry. Otherwise you may not have enough nitrogen materials, adding manure is the easiest way to add nitrogen.

*Materials you can use in composting:*

Grass clippings (N)  
Food scraps (TE)  
Leaves (C)  
Animal manure (N)  
Seaweed (N/TE)  
Rockdust (TE)  
Comfrey (N/TE)  
Garden prunings (C)  
Straw (C)  
Sawdust (C)  
Paper (C)

#### 2. *My heap smells of ammonia gas*

During the first 2 days of composting the pile will smell of ammonia gas after turning. If the smell continues then this indicates an excess of nitrogen or that anaerobic bacteria have taken over. Aerate the pile by turning it. If the problem persists then add leaves or sawdust (carbon material). Don't add lime as it aggravates the problem and releases excess nitrogen.

#### 3. *I have maggots in my compost, what should I do?*

Whilst maggots don't look attractive, they do know harm and are actually part of the decomposing process. However, ensuring that there is enough heat will kill the larvae. Make sure you turn the centre of the pile into the middle. Avoid putting meat scraps into your compost will also help.

#### 4. *I have heaps of cockroaches and ants in my compost?*

Once the heap has composted and the heat dies down a range of small creatures will move into your compost. The cockroaches in compost are different from the household cockroach and do know harm. Ants will enter to retrieve moisture during dry times. To discourage them, keep the pile tightly packed, moist and covered.

### Basic Carpentry Skills

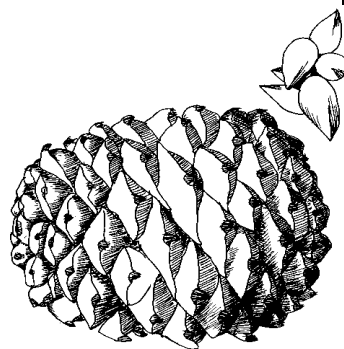
Facilitator:

Time: 1.5 hours

Objectives:

1. To decide on a carpentry project
2. To design the object to be constructed
3. To determine materials and tools to be used
4. To familiarise students with the necessary tools
5. To work with the materials and tools to construct the object required

Objective	Competencies	Activity	Time	Resources/ Handouts
Introduction	Assess prior knowledge	Outline session	0-5	
1.. To decide on a carpentry project	<ul style="list-style-type: none"> <li>• Group decision making processes</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm possible projects to be undertaken and decide on one</li> </ul>	6-20	
2.. To design the object to be constructed	<ul style="list-style-type: none"> <li>• Understand elements of design, including use, required strength and material</li> <li>• Determine the dimensions of the object to be built from the measurements taken</li> </ul>	<ul style="list-style-type: none"> <li>• Project measuring activity discussed and undertaken</li> </ul>	20-35	Local structures to demonstrate aspects of design Tape measures Blackboard and chalk
3. To determine materials and tools to be used	<ul style="list-style-type: none"> <li>• Know what materials to use, including those on hand and those to be obtained</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to the tools to be used in the construction of the project and description of their use</li> </ul>	35-45	
4. To familiarise students with the necessary tools	<ul style="list-style-type: none"> <li>• Be familiar with the tools to be used and how to use them safely</li> </ul>	<ul style="list-style-type: none"> <li>• Revise basic workplace health and safety</li> <li>• Instruction and practice in handling each of the tools</li> <li>• To practice handling the tools</li> </ul>	45-85	Tools: saws, screws, nails, glue, hammers, power tools, drill, angle grinder, safety equipment
5. To work with the materials and construct the object required	<ul style="list-style-type: none"> <li>• Undertake simple construction task</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals and groups to undertake individual construction tasks</li> </ul>		
Summary and evaluation	Review competencies above	Pack up and put away Questions and answers	85-90	



# Bush Foods

Facilitator:

Time: 75mins

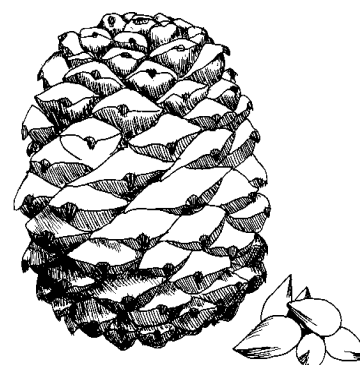
Objectives:

1. To understand the benefits of including bushfood plantings in permaculture
2. To recognise common bushfood plants and know their uses

Objective	Competencies	Activity	Time	Resources / Handouts
Introduction	Assess prior knowledge	Outline session	0 - 5	
1. To understand the benefits of including bushfood plantings in permaculture	Understand that growing bushfood plants:- <ul style="list-style-type: none"> <li>• Provides different, interesting foods and ingredients</li> <li>• Uses plants that are well adapted to local conditions and often less susceptible to pests and diseases</li> <li>• Provides habitat for native insects, birds, animals</li> <li>• Adds a productive element to bush regeneration plantings</li> <li>• Has the potential for cash cropping</li> <li>• <u>Acknowledges the role of indigenous people</u></li> </ul>	<ul style="list-style-type: none"> <li>• Describe easy bushfoods dishes</li> <li>• Examine and taste bushfood samples and bushfood dishes</li> <li>• Group brainstorm and mindmap reasons for growing bushfoods.</li> </ul>	6 -25	Bushfoods in Permaculture  Bushfood samples  Butcher's paper, pens
2. To recognise common bushfood plants and know their uses	Recognise 12 common bushfood plants and be able to describe their uses	Group walk through bushtucker area, pointing out common bushfood plants	26-70	Bushfoods in Permaculture handout
3. To know how best to grow common bushfood plants in a permaculture setting	To know growing conditions generally required for most SEQ bushfood plants <ul style="list-style-type: none"> <li>• soil</li> <li>• aspect</li> <li>• water</li> </ul>	Group walk through bushfood area, pointing out growing habits and requirements of common bushfood plants		
Summary and evaluation	Revise competencies	Q&A	70-75	



## BUSHFOODS IN PERMACULTURE



### Why Include Bushfoods in Permaculture?

- Well adapted to local conditions
- Less susceptible to pests and diseases
- Provide habitat for native insects, birds, animals
- Add a productive element to bush regeneration plantings
- Provide different, interesting foods and ingredients
- Potential for cash crop
- Acknowledges the past role of indigenous people, promotes respect for indigenous people and can help involve them in re-establishing contact with their land and traditions

### Bushfood Plants for Permaculture Design in the Sub-tropics

Warrigal greens*	annual groundcover, self-seeding, salt tolerant, full sun or partial shade	edible leaf (must be boiled first), used as a spinach
Native raspberry*	prickly canes, suckers readily, full sun	edible fruit eaten fresh or in jam
Scrambling lilly	small vine, likes shade	edible shoot eaten raw
Nyullee (pigface)	succulent groundcover, full sun	edible fruit and leaves, leaves used to treat stings and burns
Spike rush (water chestnut)	water rush	edible tubers
Riberry*	small - medium tree, pink new foliage, white flowers, red fruit, full sun	edible fruit used in jams, drinks, sauces
Other lilli pillies	small - medium trees, full sun	edible fruit used in jams, drinks, sauces
Davidson's plum*	small tree, partial shade	edible fruit used in jams, wine
Burdekin plum*	medium tree, full sun	edible fruit used in jams
Small leaved tamarind*	medium tree, hardy, glossy green foliage, full sun	fruit with red, edible aril, used in jams, drinks
Lemon myrtle*	medium tree, regular, water	aromatic leaves contain 'citral', used in teas, sauces, cosmetics
Aniseed myrtle*	small to medium tree, regular water	aromatic leaves with aniseed flavour, used in teas
Finger lime*	small tree, best in partial shade	small fruit (red, purple or green) used in drinks, marmalades,
Round lime*	small to medium tree, sun or partial shade	round green fruit used in jams, drinks
Macadamia*	medium tree, full sun	edible nuts with high oil content
Sandpaper figs	small trees, sun, best near water	fleshy purple fruit, edible raw or in jams

Lemon aspen*	medium tree, full sun	lemon flavoured fruit, use in sauces, drinks
Cedar Bay cherry*	shrub, full sun	sweet, pink-red fruit eaten raw
Midyim berry	low shrub, ground cover, sandy soils, full or partial sun	small, speckled edible fruit
Blue tongue	shrub	edible fruit
Native pepper*	shrub with purple or white berries, shade, cooler areas	dried leaves and seeds used as pepper
Cinnamon myrtle*	shrub with white flowers, full sun	aromatic leaves for tea, spice
Aerial yam	vine with tubers on the vine	tubers edible

\*Species marked with an asterisk in the lists above and below have commercial potential. .



Zone 4: Windbreaks, Erosion control, Stock shelter belts }

- all the species listed above plus those in the table below.

Acacias (wattles)*	fast-growing pioneers, small to large trees, add nitrogen to the soil	many have seed that is edible after roasting and grinding, used for coffee substitute, flavour for desserts
Native hibiscus	pioneer, small flowering tree	flowers edible in salads or jam, leaves edible when boiled
Kangaroo apple	pioneer shrub	fruits edible in small amounts
Native mulberry	pioneer small tree	fruits edible
Native grapes	vines	some have edible fruit
Bunya pine*	large tree	edible nuts, boiled, roasted, dried and ground for flour
Blue quandong	large tree	fruit used for drinks
Brown pine plum*	large tree	fruit used for jams, sauces
Native tamarind*	medium-large tree	fruit with yellow aril used for jams, drinks
Atherton almond	medium tree	edible nut
Black apple	large tree	edible fruit
Peanut tree	small-medium tree, deciduous	edible seed in a decorative pod
Common acronychia	small-medium tree	edible fruit used in sauces
Zig zag vine	vine	edible fruit
Cockspur vine	clumping, thorny vine	edible fruit
Millaa milaa vine	clumping vine	edible fruit
Native ginger	attractive understorey shrub	spicy seeds used for flavour
Walking stick palm	attractive understorey shrub	edible fruit

## Office Skills

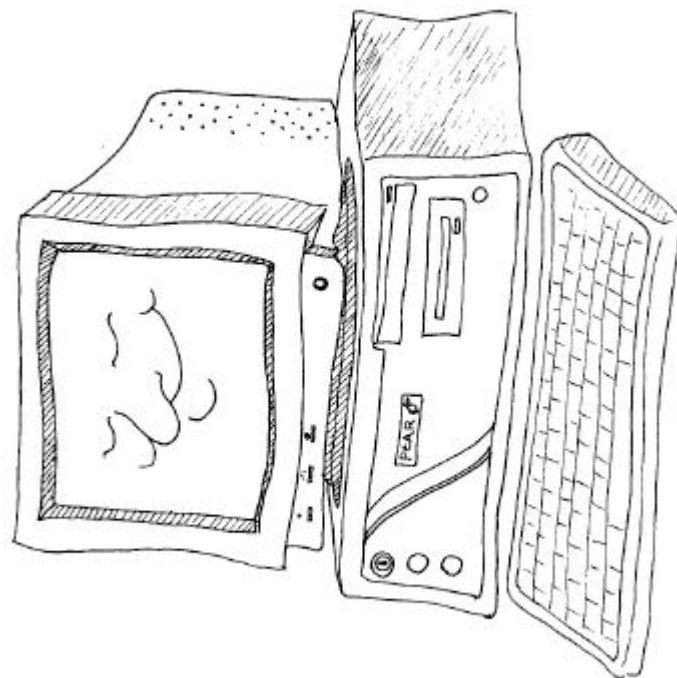
Facilitator:

Time: 75 min

Objectives:

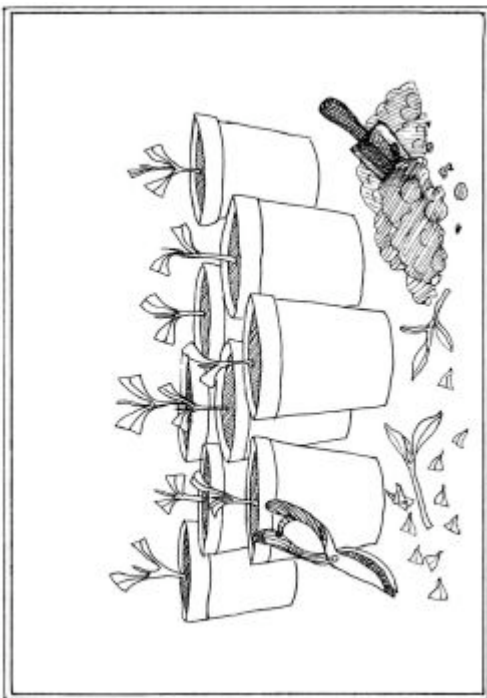
- 1) Identify current competencies of volunteers
- 2) Familiarisation with office environment and equipment
- 3) Identify gaps in current office skills

Objective	Competencies	Activity	Time	Resources
Introduction	Assess prior knowledge	Energizer/Name recall games - expression of individual's name with movement and sound to be mirrored by group in group circle. Outline purpose of session.	0-5	
1. Identify current competencies of volunteers	1.1 Previous work experience and/or study within related area. 1.2 Level of technological expertise. 1.3 Organisational management. 1.4 Interpersonal and written communication skills.	Individuals discuss with group prior experience and current competencies in administration and reception.	6-15	
2. Familiarise volunteers with office environment and equipment	2.1 Ability to locate and access resources and equipment to complete tasks and source information e.g. Phone, fax, internet, email, message book, computer orientation, hard-copy and electronic filing, contacts database, multi-function printer/fax/scanner, stationery, folders and library.	Generic tour of office with brief description of basic procedures and processes, e.g. Protocol for answering phones, directing calls and recording messages. Simulated practice in answering a phone call.	16-40 41-50	Office environment Phone manual
3. Identify gaps in current office skills	3.1 Compare current competencies with those required 3.2 Decide on training needed 3.3 Set time for specific training for identified need, e.g. Open Office orientation	Individual feedback in small group	51-55	Butchers paper
Summary and evaluation		Questions and Answers Discuss and organise time for volunteers to get involved in the office	56-60	



# Propagation

- Facilitator: Time: 1.5 hours
- Objectives:
1. To propagate plants from seeds
  2. To propagate plants from cuttings and root division
  3. To care for plants from propagation to planting out



Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction		Give a short introduction of the nursery facilities and what activities we will be doing today.	0-5	
1. To propagate plants from seeds	1.1 Understand requirements of potting media for sowing seeds 1.2 Prepare trays for sowing seed 1.3 Sow seeds to depth, 1.5 times the size of the seed. 1.4 Use hot water treatment on hard cased seeds 1.5 Label seedling with date and name and variety 1.6 Water seedlings in and place in shade house.	<ul style="list-style-type: none"> <li>• Explain preparation and requirements of potting media</li> <li>• Prepare seedling trays and sow four types of vegetable seeds</li> <li>• Explain when to use hot water treatment on seeds.</li> </ul>	5-30	Potting mix Seeds (4 types of diff. sizes) Pigeon pea seed seedling trays labels and marker "Propagating Permaculture plants"

<p>2. To propagate plants from cuttings and root division</p>	<p>2.1 Understand requirements of potting media for growing cuttings and root division.                  2.2 Prepare pots for cuttings and root divisions.                  2.3 Demonstrate technique for preparing cuttings, including minimum 3 nodes per cutting, cut above (on top) and below (on bottom) of the nodes.                  2.4 Demonstrate dividing plant for root division                  2.5 Demonstrate firming cutting into tube and burying root division below the surface of the soil.                  2.6 Label plants with name and date.                  2.7 Water cuttings and root divisions before placing in shade house.</p>	<ul style="list-style-type: none"> <li>Collect and prepare cuttings and root divisions of common permaculture plants.                      Firm cuttings and root divisions into pots.</li> </ul>	<p>30-70</p>	<p>Potting mix                  Cuttings (greek basil, lavender, mint, cassava)                  Root division (comfrey, lemon grass)                  Tubes and pots                  Labels and marker</p>
<p>3. To care for plants from propagation to planting out</p>	<p>3.1 Understand conditions required for germinating seeds, cuttings and root division, including water, light and temperature.                  3.2 Demonstrate movement of plants into sun once germinated or taken root.</p>	<ul style="list-style-type: none"> <li>The tutor to explain conditions for best germination and early growth.</li> <li>Remove plants from propagation house that have germinated or taken root</li> </ul>	<p>70-85</p>	<p>Propagation house</p>
<p>Summary and evaluation</p>		<p>Give time for questions and answers and ask the group some questions back to test their understanding of propagation.</p>	<p>85-90</p>	



To make your own **POTTING MIX/SEED RAISING MIX**: Combine 4 parts sifted compost or worm castings and one part washed river sand.

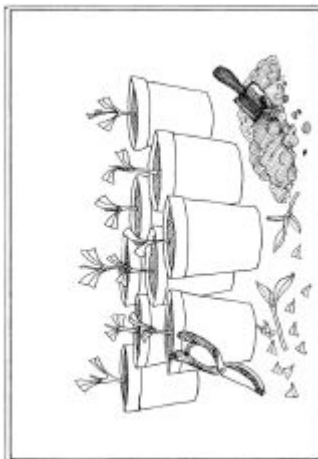
## Designing a Garden

Facilitator:

Time: 90 min

Objectives:

1. Develop knowledge about garden design
2. Understand why we need to plan a garden
3. Find out what we want from our gardens



Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior knowledge Outline session	"How I am a designer" - each person talks about their gardening experience	1-10	
1. Develop knowledge about garden design	Sources of knowledge: <ul style="list-style-type: none"> <li>• Trial and error, 'doing it'</li> <li>• Books, tapes, videos, radio, TV</li> <li>• Network with other gardeners</li> <li>• Join a gardening club</li> <li>• Observation—know your area and soil</li> </ul>	Brainstorm sources of knowledge about gardening and garden design	10-30	Black board Coloured chalk
2. Understand why we need to plan a garden	Reasons for designing gardens <ul style="list-style-type: none"> <li>• To create a healthy garden</li> <li>• Plants - likes and dislikes</li> <li>• Improved nutrition</li> <li>• Timing of plantings</li> <li>• To allow for water availability, types of soil</li> </ul>	In a small group decide on the questions you would need to ask a client that has asked you to design a garden for them. Share ideas back to the group. ]Energisers: Become a plant. Move to where you are best situated in the garden.	30-50	Pens paper
3. Find out what we want from our gardens	Things gardens can provide: <ul style="list-style-type: none"> <li>• Food</li> <li>• Pleasure</li> <li>• Healing</li> <li>• Show</li> </ul>	Give this visualisation a relaxed amount of time. Get the group to close their eyes and visualise their ideal garden. Ask them to walk through the garden. What do they smell? Pick something to taste. How does it make them feel? Get them to write down some of their ideas.	50-80	Black board
Summary Tips	<ul style="list-style-type: none"> <li>• Involve friends</li> <li>• Plant in the right season</li> <li>• Start small and sustainable</li> <li>• Begin with plants that are easy to grow</li> </ul>	What did you learn from this—go round the group in turn	80-90	





## Organic Pest and Disease Control

Facilitator:

Time: 1.5 hours

Objectives:

1. Develop strategies for creating a balanced system to avoid pests and diseases
2. Identify pests and diseases
3. Understand preventative strategies and least toxic control measures

Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior knowledge Outline session	Describe how pests and diseases are a symptom of a system out of balance and how there are many ways to look at and to manage the situation and it will be up to each person to develop their own response.	0-5	
1. Develop strategies for creating a balanced system to avoid pests and diseases	1.1 Understand how pests and diseases are a symptom of a system out of balance 1.2 Identify strategies for creating a balanced ecosystem 1.3 Identify what you can do while getting your system into balance	Brainstorm strategies for creating gardens that replicate a balanced ecosystem. (On handout)	5-20	Marker Butchers paper <i>Strategies for Creating Gardens that Replicate a Balanced Ecosystem.</i> Handout

<p>2. Identify pests and diseases</p>	<p>2.1 Identify common pests and diseases in gardens                  2.2 Understand groupings of pests into chewing or piercing/sucking                  2.3 Understand groupings of disease into fungi, bacteria, virus and nematode                  2.4 Understand common symptoms of different pests and diseases</p>	<p>Collect insects and diseases from the garden. Use books and knowledge in the group to identify pest or disease.                  Discuss findings and group into categories</p>	<p>20-50</p>	<p>Pests and disease identification books                  Containers</p>
<p>3. Understand preventative strategies and least toxic control measures</p>	<p>3.1 Understand preventative strategies for avoiding pests and diseases                  3.2 Understand the least toxic control measures available                  3.3 Link pest and disease to preventative strategy and least toxic control measures</p>	<p>3.1 Explain how the least toxic control methods work and on what insects. (see chart below)                  3.2 Game: Match Problem &amp; solution                  Ask volunteers to match up the pest or disease to the preventative strategy and least toxic control measures (see attached diagram for how to set up the Pest and Disease Match up game)</p>	<p>50-85</p>	<p>Cards for game                  Blue-tack                  Large board                  Examples of least toxic control products  <i>Pests and Disease Strategies Mix and Match Handout</i></p>
<p>Summary and Evaluation</p>		<p>Questions and Answers</p>	<p>85-90</p>	

## Strategies for Creating Gardens that Replicate a Balanced Ecosystem.



- Grow a diversity of plants in your garden
- Choose varieties that have pest and disease resistance
- Choose plants that are suited to the climate you live in
- Keep the soil healthy; healthy soil produces healthy plants that resist pests and diseases.
- Create habitats and refuge for beneficial species E.g. Logs for lizards; water for frogs.
- Avoid the use of chemicals in the gardens especially pesticides that kill all insects indiscriminately
- Grow plants that attract beneficial insects; Asteraceae, Apiaceae, Brassicaceae.
- Practice crop rotation
- Learn to identify good insects (beneficial) from bad insects (pests)
- Change attitudes to food needing to be perfect

## Least Toxic Control Methods

Least Toxic Control Methods	How it works	What insect it works on	Examples
Repellant/Anti-feedant	Discourages insects from feeding on the plant	Chewing insects Caterpillars grasshoppers	Chilli spray Garlic spray molasses
Contact sprays	Kills on contact		Derris dust pyrethrum
Oil based sprays	Suffocate the insect	Soft bodied insects Aphids Scale Repellency to leaf miner	White oil (petroleum based ones not considered organic) Vegetable oil "Eco-oil"
Desiccants	Dehydrates the insect	Aphids Soft bodied insects	Diatomaceous Earth Soap
Stomach poisons	Kill the insect when they digest the foliage	grasshoppers	BT Derris Dust Diatomaceous Earth
Baits and Traps	Lure male with the scent of the female to a trap where they drown or get stuck	Fruit fly Flies mosquitoes	Sticky fly trap Fruit Fly May Bait



## What is Permaculture?

Facilitator:

Time: 90 mins

Objectives:

- 1) To understand the origins of the word **Permaculture** and its core concepts & ethics
- 2) To understand the principals of Permaculture and look at common practices in each of these fields
- 3) To develop personal action plans for "Permaculturing" our own lives



Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior experience Outline session	1. Informally ask participants who sees themselves as a permaculturist? Share & discuss what criteria they used. 2. On blackboard, establish "What is not permaculture", outside circle	0-10	Blackboard drawing of 4 blank concentric circles, 1) Ethics 2) Principals 3) Everyday practices 4) Not permaculture
1. To understand key elements and definitions of permaculture	1.1 Understand issues in pinning down a specific definition of permaculture 1.2 Understand 3 common elements (Ethics)	1.1 Explain the history of use of the word Permaculture 1.2 Distribute various definitions. Read individually, then in groups of 3 share & compare 1.3 Discuss core elements and differences.	10-30	Slips of paper with various definitions, gleaned from books & internet • Blackboard
2. To understand the principals of Permaculture and look at common practices in each of these fields	2.1 To know the core issues in each of the 12 Permaculture Design Principals	2.1 Distribute sheet with 12 Design principals for individual perusal. Each person chooses one to talk about. Use partner to help frame points 2.2 Individuals record their principal on blackboard with opportunity for tutor's input & whole group discussion (max. 2 min each)	30-60	• Text "Permaculture: Principals & Pathways Beyond Sustainability" by David Holmgren. Use 2 <sup>nd</sup> concentric circle for recording

<p>3. To develop personal action plans for "Permaculturing" our own lives</p>	<p>3.1 To be able to reflect on their own practices in relation to the theory                  3.2 To look at Permaculture as a life-style direction                  3.3 To develop confidence in applying Permaculture principals to their own lives</p>	<ul style="list-style-type: none"> <li>• Exercise: Draw line in dirt. Participants stand along line, from a scale of 1-10, where they would be now, for each of several key principals. Repeat, but where they hope to be in a few years. Discuss direction people are taking, and discuss Permaculture in directional terms.</li> <li>• Group brainstorm (&amp; calls out for recording) actual small &amp; large scale practices that exemplify the application of these principals.</li> </ul>	<p>60-80</p>	<p>3<sup>rd</sup> concentric circle on blackboard</p>
<p>Summary and evaluation</p>		<ul style="list-style-type: none"> <li>• In pairs discuss how they might answer the question from a friend "What is this permaculture thing?". Share with group</li> <li>• Answer questions arising from the activities</li> <li>• Show various books &amp; literature on Permaculture for future reference</li> </ul>	<p>80-90</p>	<p>Assorted books &amp; resources</p>



## Tour Guiding

Facilitator:

Time: 1.5 hours

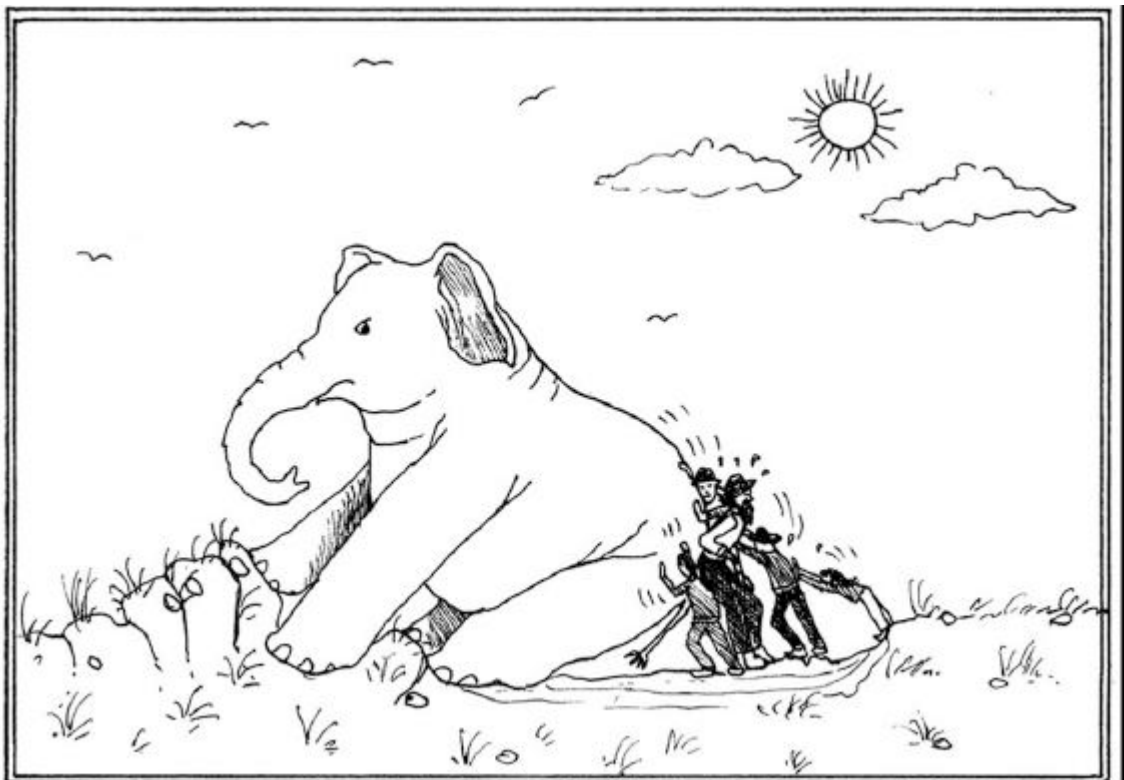
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Objectives:

- 1) Introduction - History of site and NSCF
- 2) Demonstration of Permaculture Principles and sustainability
- 3) Indicate information available for tour participants

Objective	Competencies	Activity	Time	Resources/ Handouts
1 Introduction - History of site and NSCF	1.1 Approach and welcome tour participants 1.2 Remain relaxed, confident and be prepared to talk as you walk - take note of questions you need to follow up to find the answers to	a) Introduce yourself and ask participants if any particular interests b) Outline history of site and history of NSCF - what is a Community Farm!	0-5	
2 Demonstration of Permaculture Principles and sustainability	2.1 Have tour trail in mind to suit group - follow the natural flow from one area to the next 2.2 Demonstrate understanding of crop rotation / mixed plantings / guilds / aspect / zones - design principles / water and energy conservation / swales / herb spirals 2.3 Demonstrate basic knowledge of edible plants and propagation and growing conditions 2.4 Demonstrate basic understanding of the green waste recycling	a) Start at the kitchen as is central hub of activity - Zone 0 b) Recognize various points of interest as come to them - keep to the shade where possible c) Taste plants as walking through garden - know which should be cooked first eg War-rigal Greens and Taro d) Visit GWR - describe ingredients and process - look at and touch worms	5-80	<ul style="list-style-type: none"> <li>• Hats (spare hats in office)</li> <li>• Books and people at NSCF and on your tour</li> <li>• Glove or trowel for worm farms</li> </ul>
3) Information available for tour participants	Recruit new volunteers Promote courses and workshops	a) Explain how volunteers can get involved at NSCF- Nursery, Gardens, Bushfood, Office, Events, etc. b) Give out fliers on volunteering, courses and workshops program, membership forms and invite to stay for morning tea and lunch	80-90	Fliers on volunteering courses and workshops program, membership forms, volunteer registration form
Summary and conclusion		Give students an opportunity to ask questions. Recruit people for the tour guide roster		Tour guide roster

# ***VOLUNTEER COORDINATOR TRAINING***





## **Volunteer Coordinator Training**

## Volunteer Coordinator Training

### VOLUNTEER CO-ORDINATOR TRAINING PROGRAM

The Volunteer Coordinator Training Program aims to build the skills and confidence of volunteer coordinators so that they can train and coordinate volunteers. This program runs over two days and is held once a year. Volunteer Coordinator Training modules follow.

#### Day 1

9.00 am	Arrive and gather
9:15-10.40am	Introductions and Course Overview (20min) Volunteers- Who are they? Why do they volunteer? What are our responsibilities to them? (65 min)
10.40am-11.00am	Morning tea
11.00am-12.30pm	Defining roles for volunteers (40min) Recruiting and orientating volunteers (35 min)
12.30pm-1.15pm	Lunch
1.15pm-3.00pm	Using the volunteer database (45min) Planning a volunteers' work session (60mins)

#### Day 2

9.00 am	Arrive and gather
9.15am-10.40am	Revision (10min) Facilitation and leadership skills (30mins) Conflict resolution (45mins)
10.40am-11.00am	Morning tea
11.00am-12.30pm	Training volunteers (90 min)
12.30pm-1.15pm	Lunch
1.15pm-3.00pm	Establishing Volunteer Co-coordinator Roles (60 min) Evaluating your volunteer program (35 min) Wrap up and evaluation (10 min)



## Volunteers: Who are they? Why do they volunteer? What are our responsibilities to them?

Facilitator:

Time: 65 min

Objectives:

1. backgrounds, motivations, skills and needs of volunteers
2. Understand the legal and ethical responsibilities of organisations that engage volunteers

Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior knowledge Outline session	Visualisation exercise - 'My first day at City Farm'	1-5	
1. Understand the range of backgrounds, motivations, skills and needs of volunteers	Understand that: 1.1 People volunteer for a wide range of reasons 1.2 Volunteers come from a wide range of backgrounds 1.3 Volunteers have varying levels of commitment to the goals of the organisation 1.4 Volunteers can bring valuable skills and experience to the organisation 1.5 Volunteers needs for training vary widely	<ul style="list-style-type: none"> <li>• 3 role plays (5 mins each) to explore the range of volunteer expectations and organisational responses. (one person plays the volunteer, other plays the volunteer coordinator)</li> <li>• De-role, group discussion and create mind map of reasons for volunteering</li> </ul>	6-20  21-30	Prompt cards for roles (see attached), hats, scarves, glasses etc to dress up  Pens, butchers paper

<p>2. Understand the legal and ethical responsibilities of organisations that engage volunteers</p>	<p>2.1 Understand volunteers' rights 2.2 Understand the organisation's responsibilities for looking after its volunteers</p>	<p>Large group brainstorm and mindmaps on butchers paper of</p> <ul style="list-style-type: none"> <li>• volunteer's rights</li> <li>• the organisations' responsibilities</li> </ul> <p>Read through relevant sections of NSCF's <i>Volunteer Policies and Procedures Manual</i> (see Appendix 2)</p>	<p>31-45</p> <p>46-55</p>	<p>Pens Butchers paper, 1 copy each of NSCF's <i>Volunteer Policies and Procedures Manual</i></p>
<p>Conclusion and summary</p>	<p>Understand responsibilities of volunteer coordinators</p>	<p>Summarise responsibilities of volunteer coordinators (from manual and butchers paper</p>	<p>56-65</p>	<p>Butchers papers</p>



## PROMPT CARDS FOR ROLE PLAY

You are a 30 year old unemployed person and you have previously done a range of jobs, including packing mobile phones, pizza delivery and telemarketing.

You are sick of bosses and time pressures and just want to hang loose for a while before traveling overseas.

You have heard about the home brew sessions on Thursdays and just thought you would come down to check it out.

You can volunteer 'anytime'

You are a retired public servant in your 60s. You have always had your own veggie garden.

You want to have your own patch of garden to look after at City Farm and are willing to help others learn but you are 'allergic to meetings'.

You can come twice a week except for one week each month when you go to Gympie to stay with your daughter.

You have a 'bad back' but can manage light work most days.

You are a 28 year old mother of two young children. You work two days a week as a computer programmer.

You and your partner have recently purchased a new house and you wish to learn how to grow a vegetable garden.

You can come only one morning a week and you ask if it is OK to bring the youngest child (age 2 and still being breast fed) with you when you come to volunteer.

You are the **volunteer coordinator**.

Your role is to meet people who express interest in volunteering and to find out a bit about them and their background, why they wish to volunteer, what skills and interests they have and any problems or physical limitations they may have.

Talk to the volunteer informally, introduce yourself and then ask general open questions such as:

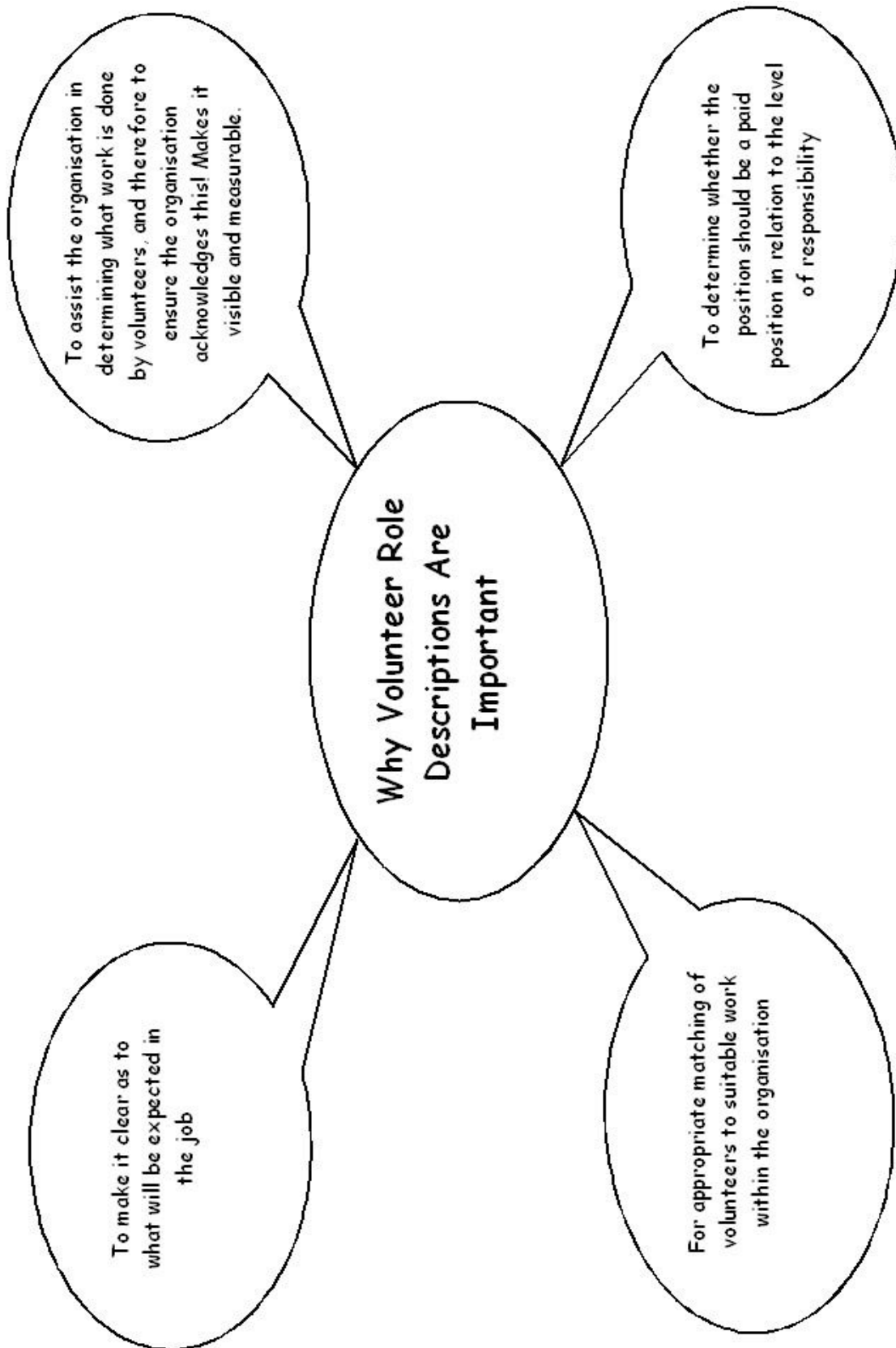
"What brings you down here to City Farm?"

"What have you been doing before this?"

"Is there anything you particularly want to learn while you are here?"

"How often can you come down to volunteer?"

"Are there any things that you can't do because of physical disabilities or illnesses?"



## Defining Roles for Volunteers

Facilitator:

Time: 40 minutes

Objectives:

1. To appreciate why we should define roles for volunteers in community organisations
2. Understanding the need to develop creative and flexible positions
3. Understand the components of a role description



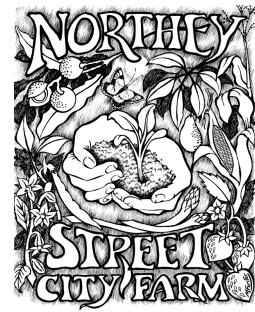
Objective	Competencies	Activity	Time(min)	Resources/ Handouts
Introduction	Assess prior knowledge	<ol style="list-style-type: none"> <li>1. Give a brief history of developing role descriptions at NSCF</li> <li>2. A brief outline of the session</li> </ol>	0-5	
1. To appreciate why we should define roles for volunteers in community organisations	1.1 Understand the reasons for defining roles	Brainstorm why volunteers need roles. (see attached mindmap, previous page)	5-10	NSCF Role descriptions folder

<p>2. Understand the need to develop creative and flexible positions</p>	<p>2.1 Think creatively when designing positions for volunteers 2.2 Don't be limited by what roles volunteers currently play in your organisation</p>	<p>Individually get the students to respond to these questions about their organisation and share the answers back to the group.</p> <ol style="list-style-type: none"> <li>1. What are we doing now that we would like to do more of?</li> <li>2. What unmet needs do we have that we presently can't meet?</li> <li>3. What would support the paid staff in their work?</li> <li>4. What might we do differently if we had more time and/or skills available?</li> </ol> <p><b>Explain that the responses to these questions should help guide you in designing roles for volunteers in your organisation.</b></p>	<p>10-25</p>	<p>Chalk and blackboard <i>'Developing Creative and Flexible Position Descriptions' Worksheet</i></p>
<p>3. Understand the components of a role description</p>	<p>3.1 Keep role descriptions diverse and flexible to make it easier to recruit volunteers 3.2 Work towards balance in the positions you are defining and offering 3.3 Define the components of a position description for volunteers and volunteer co-coordinators</p>	<ol style="list-style-type: none"> <li>1. Choose a role a volunteer plays in your organisation and complete a role description for the position.</li> <li>2. Mark how far along the 'Flexibility Scale' your position fits. (on bottom of <i>Developing Creative and Flexible Position Descriptions' Worksheet</i>)</li> </ol>	<p>25-38</p>	<p>Pens <i>Blank Volunteer Role Description form</i></p>
<p>Summary</p>		<p>Summarise the major points covered in the session:-</p> <ol style="list-style-type: none"> <li>1. Clarity</li> <li>2. Flexibility</li> <li>3. Creativity</li> </ol>	<p>38-40</p>	





## Volunteer Position Description



### Area:

#### Job Tasks:

- 
- 
- 
- 
- 

#### Skills or experience required or desirable:

- 
- 
- 

#### Special requirements:

Any reasons for exclusion (i.e. not suitable for people with asthma)

#### Supervision of the position:

#### Time frame/attendance requirements:

#### What benefits will a volunteer gain from this position:

- 
- 
- 
-



## Recruiting and Orientating Volunteers

Facilitator:

Time: 35 min

Objectives:

1. Understand the options for recruiting volunteers
2. Appreciate the Orientation Process volunteers undergo at NSCF

Objective	Competencies	Activity	Time (min)	Resources
Introduction	Assess prior knowledge	Provide a brief overview of the session.	0-3	
1. Understand the options for recruiting volunteers	How to be proactive in recruiting volunteers Attracting volunteers to your program Strategies to attract volunteers	<ol style="list-style-type: none"> <li>1. Complete the sheet on ways you can be more PROACTIVE in recruiting volunteers</li> <li>2. Finding Volunteers Game: Match the heading and description</li> </ol>	3-20	'Being Proactive in Recruiting Volunteers' 'Finding Volunteers Game: Match the Heading and the Description' Handout
2. Appreciate the Orientation Process volunteers undergo at NSCF	<ol style="list-style-type: none"> <li>1. Understand the Orientation Process available to volunteers at NSCF</li> <li>2. Identify ways the volunteer co-ordinator can further help to orientate new volunteers.</li> </ol>	<ol style="list-style-type: none"> <li>1 Explain the opportunities at NSCF for Orientation including once a month orientation sessions and informal discussion and matching the volunteer to an activity/co-coordinator</li> <li>2 Find a partner and identify strategies together of how you as a volunteer co-coordinator can further help to orientate new volunteers.</li> </ol>	20-32	Each student to receive a copy of the 'NSCF Volunteer Orientation Booklet' (in appendix)
Summary		Display the following summary: KEEP TRYING - use the resources of your group or neighbourhood MAKE IT FUN - people will be more excited about joining if it's fun. BE CREATIVE - catch their eye, capture their imagination	32-35	Have the 3 summary points written onto butchers paper

## BEING PROACTIVE IN RECRUITING VOLUNTEERS

Adopting a proactive approach will allow for more thought to be given to facilitate careful and considerate selection of volunteers for your program.

Under the following strategies rate your program from 1-5 (5 being best practice) and then outline ways you could improve your program in these aspects.

1) Planning has occurred and position description written 1 2 3 4 5

2) Current/ Future Volunteer trends have been taken into account 1 2 3 4 5

3) A professional approach has been adopted 1 2 3 4 5

4) The program/s are well organised 1 2 3 4 5

5) There is an aura of confidence about the program 1 2 3 4 5



## Finding Volunteers Game: Match the Heading and the Description

Instructions: Cut these boxes out, mix them up and put them in a hat and then get the group to match the heading to the description and blue tack them to the board.

**GET SPECIFIC**

Make a Job description before you start looking for volunteers. Chances are, if the job can't be described in writing you're not ready for a volunteer

**PIGGYBACK**

Tap into existing programs. Other greening groups or volunteer recruitment agencies.

**BARK UP THE RIGHT TREE**

Community garden volunteers don't have to be gardeners. Maybe the right person to work on your project is a statistician or computer technician.

**PROVIDE  
CHALLENGING  
POSITIONS**

People are much more likely to take care of gardens if they are involved in planning and leadership activities

**LOOK  
LOCALLY**

People who live nearby can play an important role in caring for plants and keeping an eye on the site.

**ASK**

People volunteer for many different reasons but are much more enthusiastic if they are sought after personally.



## Using the Volunteer database

Facilitator:

Time: 45min

Objectives:

- 1 Familiarise volunteer co-coordinators with basic office procedures.
- 2 Familiarise volunteer co-coordinators with using the volunteer database
- 3 Establish protocol for using information off the database

Objective	Competencies	Activity	Time (min)	Resources
Introduction	Assess prior experience	Introduce the office coordinator who will be facilitating the session. Outline the contents of the session	0-5	
1. Familiarise volunteer co-coordinators with basic office procedures.	1.1 A basic understanding of office procedures for using computers 1.2 A basic understanding of placement of information for volunteers.	Take volunteer co-coordinators on a brief tour of the office pointing out computers they can use, how to book a computer for use and folders relating to volunteers.	5-10	Office 3 computers
2. Familiarise volunteer co-coordinators with using the volunteer database	2.1 Demonstrate how to enter the volunteer database. 2.2 Demonstrate how to access information on the database 2.3 Demonstrate how to exit the database	<ul style="list-style-type: none"> <li>• Demonstrate how to use the database and then get some of the volunteers who feel less confident to practice</li> <li>• In a group of three, find the information requested in the worksheet by using the database.</li> </ul>	10-30	Office 3 computers Worksheet 'Getting Familiar with the Volunteer Database'
3. Establish protocol for using information off the database	3.1 Understand NSCF Volunteer Policies and Procedures for dealing with confidential information 3.2 Appreciate the reasons for confidentiality in the workplace.	Have a discussion with the group about appropriate and inappropriate use of the information on the database.	30-40	NSCF Volunteer Policies and Procedures
Summary and evaluation		Questions and answers Offer time for additional training on the database if students require.	40 - 45	

### 'Getting Familiar with the Volunteer Database'

Use the volunteer database to find the following information:

- Find the volunteer form of one of your volunteers? (on the computer) Find out what they want to learn by volunteering?

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- Find the names and phone numbers of volunteers who expressed an interest in volunteering in your area of co-ordination

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- Find the volunteer form of one of your volunteers? (on the computer) Find out what skills or knowledge they have to contribute through volunteering

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- Work out how to send an email out to all volunteers on the database.

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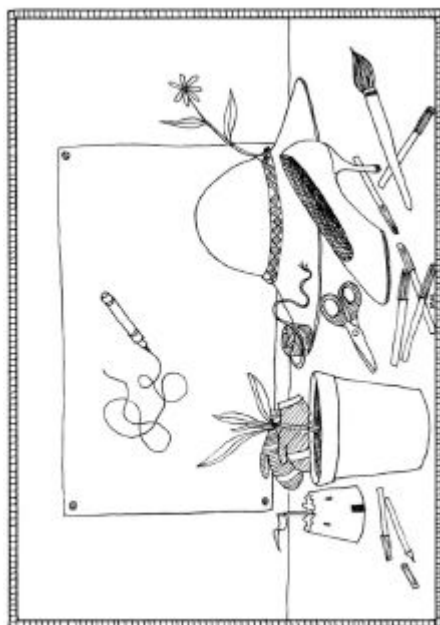
## Planning a Volunteers' Work Session

Facilitator:

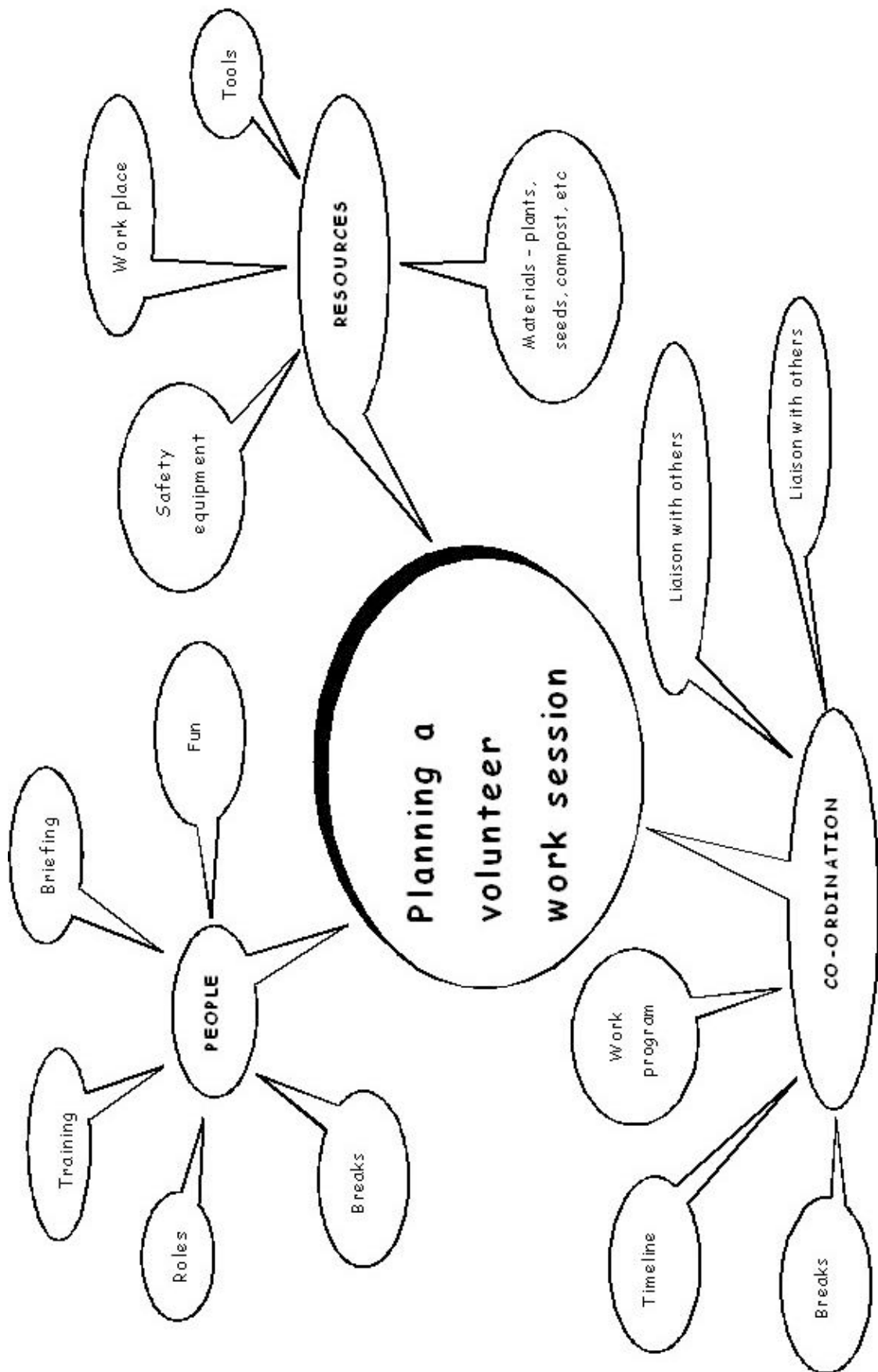
Time: 60 minutes

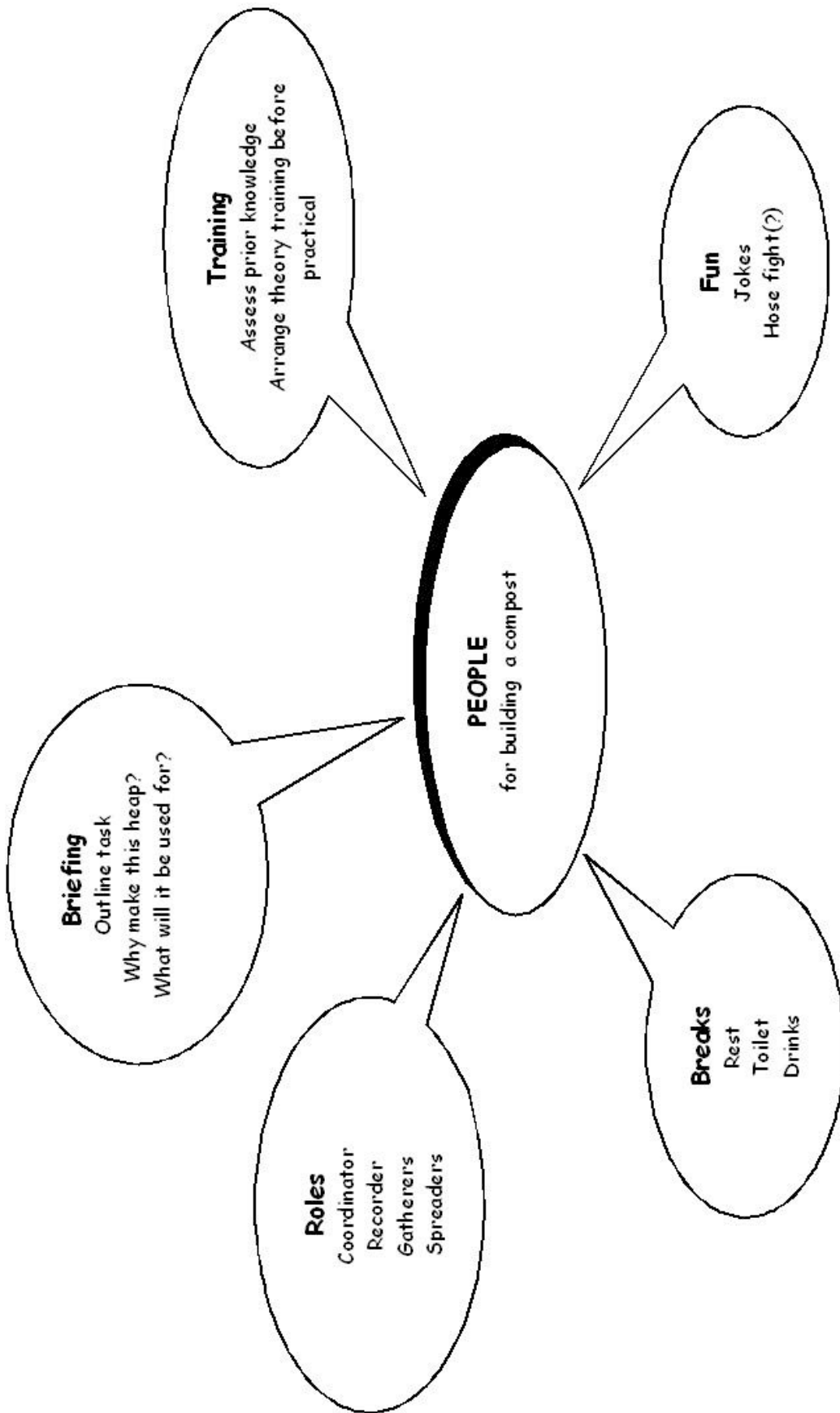
Objectives:

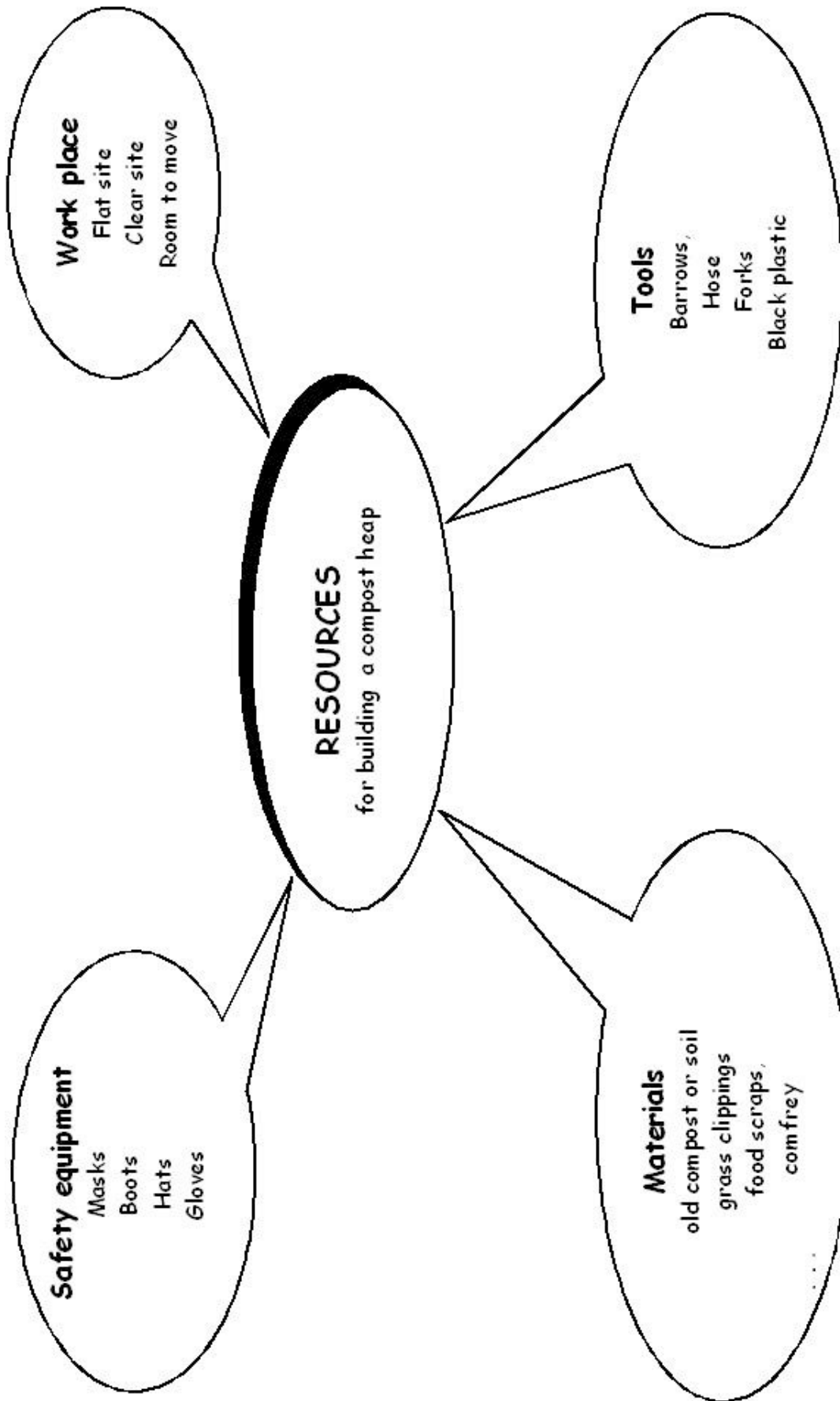
- 1 Understand the factors that contribute to a successful volunteers' work session
- 2 Plan a volunteers' work session

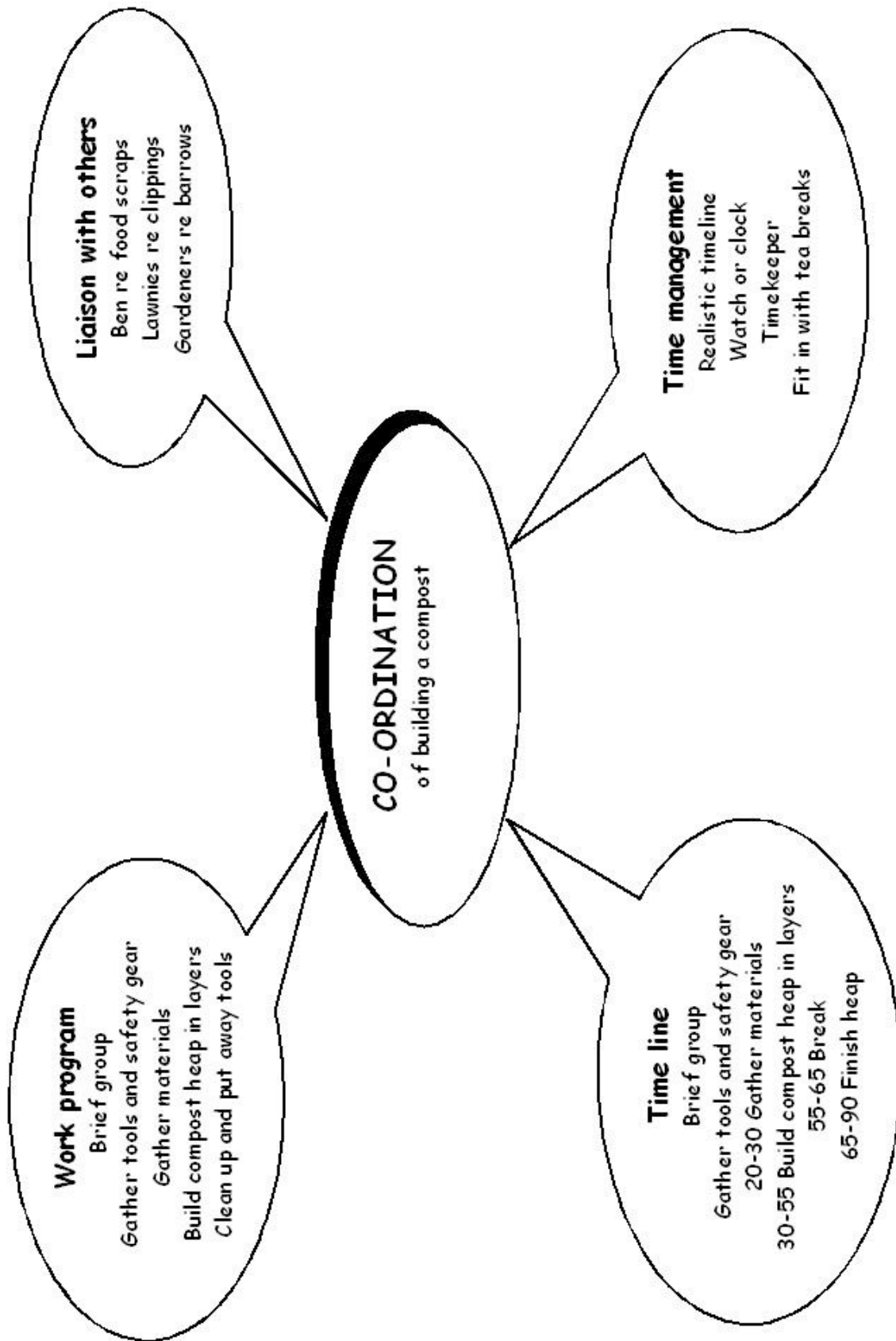


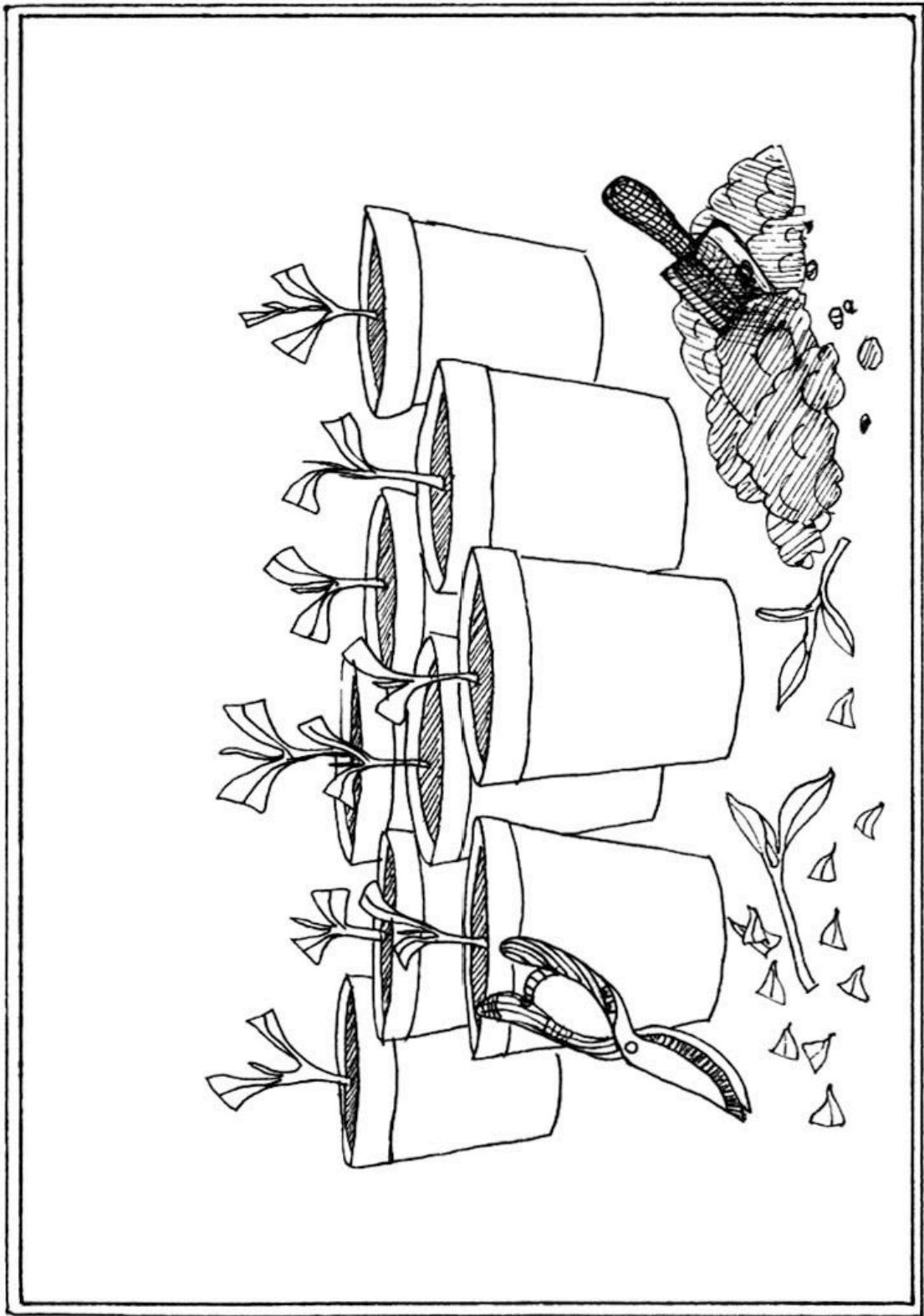
Objective	Competencies	Activity	Time (mins)	Resources / Resources
Introduction	Assess prior experience	<ul style="list-style-type: none"> <li>• Name game or energizer</li> <li>• Outline session</li> </ul>	0 - 5	
1. Understand the factors that contribute to a successful volunteer work session	1.1 Understand the factors that contribute to a successful volunteer work session	<ul style="list-style-type: none"> <li>• In large group brainstorm and mindmap the things that need to be considered in planning for a volunteer work session</li> </ul>	6 - 20	Butchers paper (with ghost written categories: 'people', 'resources' and 'coordination' - see attached mindmaps) Felt pens
2. Plan a volunteer work session	2.1 Plan a volunteer work session	<ul style="list-style-type: none"> <li>• Tutor demonstrates planning for a volunteer work session by creating more detailed mindmaps for each of 'people', 'resources' and 'coordination' for the task of building a compost heap.</li> <li>• In small groups reflecting program areas, plan a work session, with attention to people, resources, and coordination</li> </ul>	21 - 30  31 - 55	Butchers paper Felt pens
Conclusion and summary		<ul style="list-style-type: none"> <li>• Go over mindmaps</li> <li>• Question and answer</li> </ul>	56 - 60	

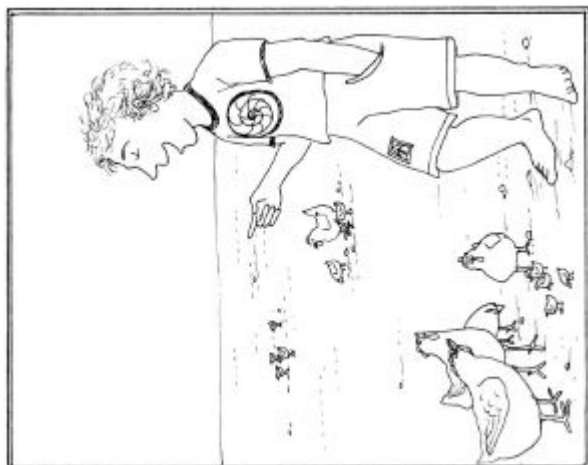












### Facilitation Skills

Facilitator:

Time: 60 minutes

Objectives:

1. Understand the difference between facilitation and lecturing
2. Understand the role of a facilitator
3. Identify strategies for difficult group dynamics

Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior learning and experience	Outline session	0-5	
1. Understand the difference between facilitation and lecturing	1.1 Define lecturing and facilitation styles of teaching 1.2 Understand the difference in the teaching styles	Ask each participant to come up with a definition of lecturing and facilitation; get a few people to share this with the group and discuss the differences.	5-15	Butchers paper pens
2. Understand the role of a facilitator	2.1 Identify the varied roles of the facilitator including a) creating the atmosphere b) time management c) good listener d) define the task and keep on track e) ask questions to generate ideas f) monitor energy	Get the group to brainstorm the roles of the facilitator using the hidden groupings 1) training environment 2) program management 3) listener	15-30	Butchers paper pens

<p>3. Identify strategies for difficult group dynamics</p>	<p>3.1 Identify different scenarios where facilitation skills are needed                  3.2 Identify strategies for dealing with these scenarios                  (see below for ideas)</p>	<p>Break the group into small groups of 3 people. Give each group a card with a scenario of a difficult group dynamic. (attached). Give the small group 15 minutes to devise a role play. One person takes on the facilitator, one person the conflicting role and the others are students in the class. Let each group play out the role play.                  After each role play, get the group to discuss how the facilitator went in handling the dispute and share other options.</p>	<p>30-57</p>	<p>Butchers paper                  Pens                  'Difficult Group Dynamic' Cards                  'Strategies for Difficult Scenario' handout</p>
<p>Summary</p>		<p>To Finish display this motto on the board:  <b>Most importantly BE YOURSELF! Develop your own style. Try different methods. Remember what works well and those that don't.</b></p>	<p>57-60</p>	



### Facilitation Skills Role-play Cards

You are in the middle of a session about building a no-dig garden when one of the students keeps going on and on about the newspaper that is to be laid down first.

*Facilitator issue: Discussion on one point is too long*

The group is learning about how to plant a tree when one of the students keeps asking questions about pests on her/his fruit tree and how to prune the tree.

*Facilitator issue: A student drifts from the subject*

The facilitator is leading a session worm farming and asks the students to share their experience. One of the students tries to offer some suggestions but keeps losing her words and finds it difficult to articulate her points.

*Facilitator issue: A student has difficulty getting their point across*

The facilitator is leading a group discussion about designing a backyard when one of the students keeps offering long winded suggestions about his/her garden.

*Facilitator issue: Coping with a person doing a 'solo'*

## Strategies for Difficult Group Dynamics

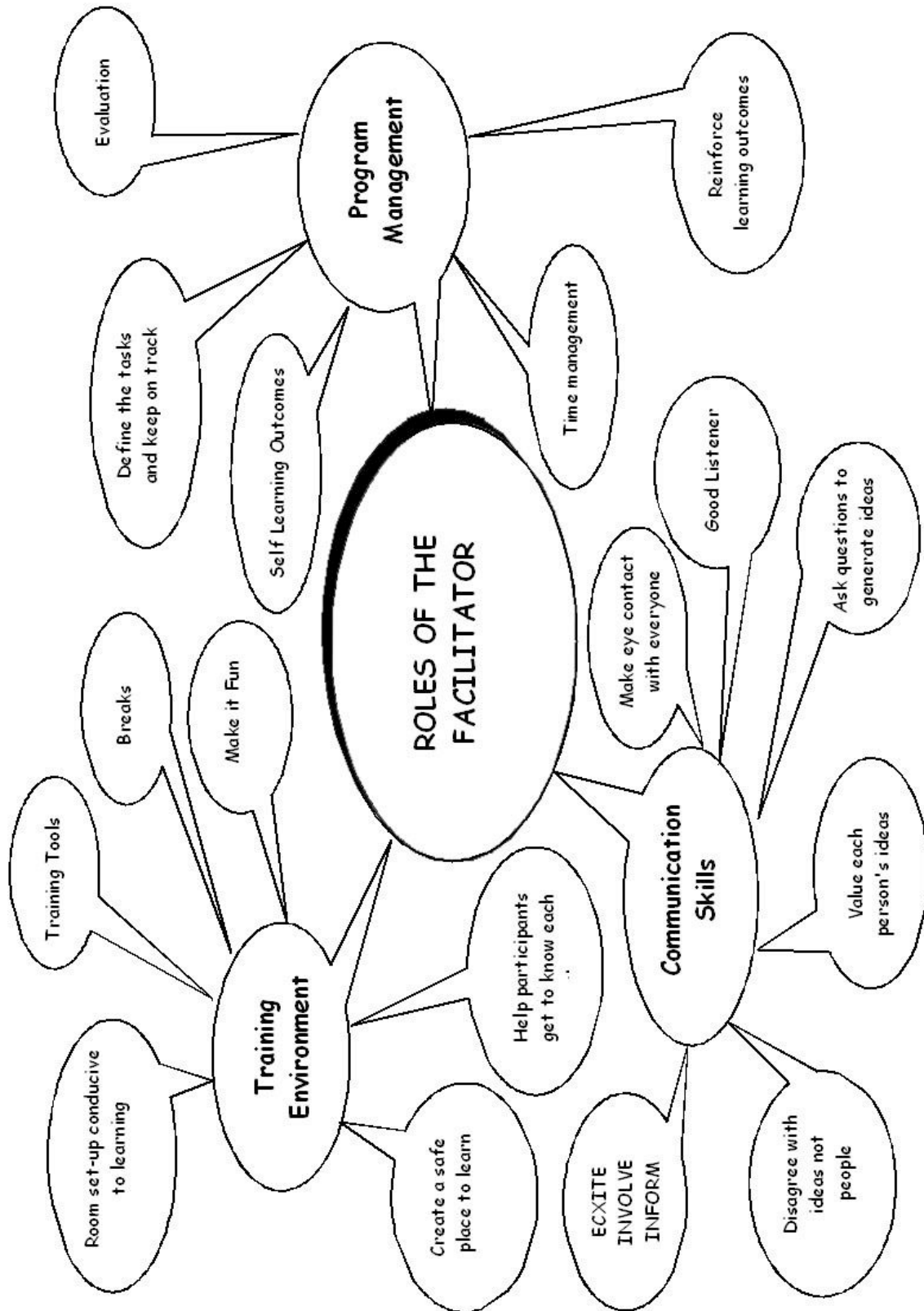
Learning how to facilitate through difficult group dynamics may come easily to you, for others of us it helps to have a few tricks up our sleeves. Try these options out next time and add your own as you learn through experience.

- a. Discussion on one point is too long
  - \* Summarise
  - \* Suggest tabling the point until later
- b. Two members get into a heated discussion
  - \* Summarise points made by each and draw the discussion back to the group
  - \* Invite the two to stay back at the end so the three of you can talk it over
- c. Coping with a person doing a "solo"
  - \* Interrupt giving the speaker credit for his/her contribution and politely ask that the other points be held to later
  - \* Interrupt with "you have brought up many points that will keep us busy for a long time. Would any one like to take up one of these points?"
  - \* See the person privately if the above don't work
- d. A speaker drifts from the subject
  - \* Interrupt, give credit for the ideas, but explain that she/he is straying from the topic
  - \* Ask the rest of the group whether they want to stray from the topic
  - \* Find a related idea to use as a link to bring the discussion back to the topic
- e. A member has difficulty getting their point across
  - \* Help build up their confidence by expressing appreciation for their contribution
  - \* Rephrase the ideas expressed back to the person and ask them "Is this what you mean ....?"
  - \* Monitor energy



**Most importantly BE YOURSELF! Develop your own style. Try different methods. Remember what works well and those that don't.**

Compiled from the Master Urban Garden Manual (Boston Natural Areas Group) 2003 Edition



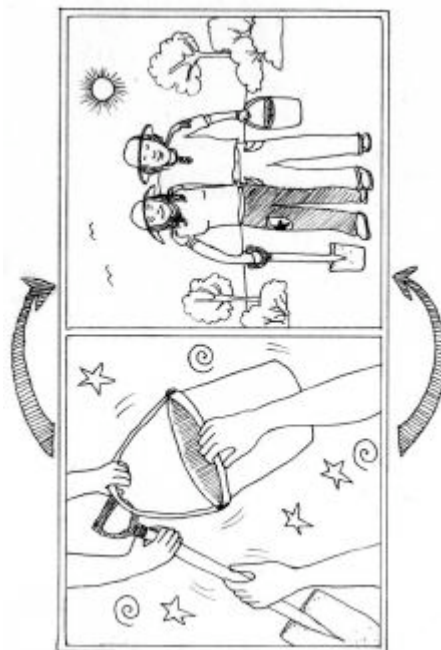
## Conflict Resolution

Facilitator:

Time: 45 min

Objectives:

1. Establish the steps required to resolve conflict
2. Processes used in conflict resolution



Objective	Competencies	Activity	Time	Resources/ Handout
Introduction	Assess prior experience Outline session	Creating Affirmations Icebreaker: Get everyone in the group to individually: 1) Think of a personal <b>problem</b> 2) Think of the <b>opposite</b> 3) Write it down in the <b>positive</b> as if they have already achieved it 4) Write down <b>why</b> they will achieve it	0-5	
1. Establish the steps required to resolve conflict	1.1 Understand the steps required to resolve conflict 1.2 Recognise the steps outlined in the NSCF Policy and Procedures Manual on resolving conflict.	<u>Activity 1:</u> Place the steps required to resolve conflict (on individual cards) up on the board in random order and then get one person at a time to come and place the steps in order. Discuss as a group. <u>Activity 2:</u> Get the students to read through the steps outlined in the policy and procedures manual and give opportunity for questions.	5-20	Handout on "Understanding Conflict Resolution" Refer to the Volunteers Policy and Procedure Manual.
2. Processes used in conflict resolution	2.1 Understanding the different processes used in conflict resolution	<u>Activity 1:</u> Divide the students into 5 groups and get each group to establish a definition of the processes used in conflict resolution: Negotiation, Collaboration, Competition, Compromise, Avoidance Then ask each group to establish a scenario where this kind of process might be used and role play it back to the group. (Definitions are on student handout)	20-43	Handout on "Understanding Conflict Resolution"
Summary and evaluation		Go over the steps to conflict resolution and remind students that conflict is not a bad thing but can lead to community building.	43-45	

## STEPS IN RESOLVING CONFLICT

- 1) Identify who are involved/affected, either directly or indirectly
- 2) Analyse whether values or simply different tactics are involved  
Listen for understanding. Listen to the others' feelings as well as how they perceive the issue. Establish eye contact, ask open-ended question, clarify, and summarize to let the person know that they are being understood.
- 3) Ensure that everyone puts their points across  
State the problem clearly. To negotiate, everyone must first understand the conflict.
- 4) Confront issues not personalities  
Decide on standards or rules for resolving the dispute. These may include focusing on the problem, not the person; looking to the future, not the past; attempting to satisfy both parties; and attempting to be generous.
- 5) Search for solutions and how they can be implemented  
List the solutions to the problem. Prioritize options and look at advantages and disadvantages
- 6) Come to a decision  
This may be avoiding the issue, imposing a solution, compromising or collaborating.
- 7) Review the position at an agreed time

## Training Volunteers

Facilitator:

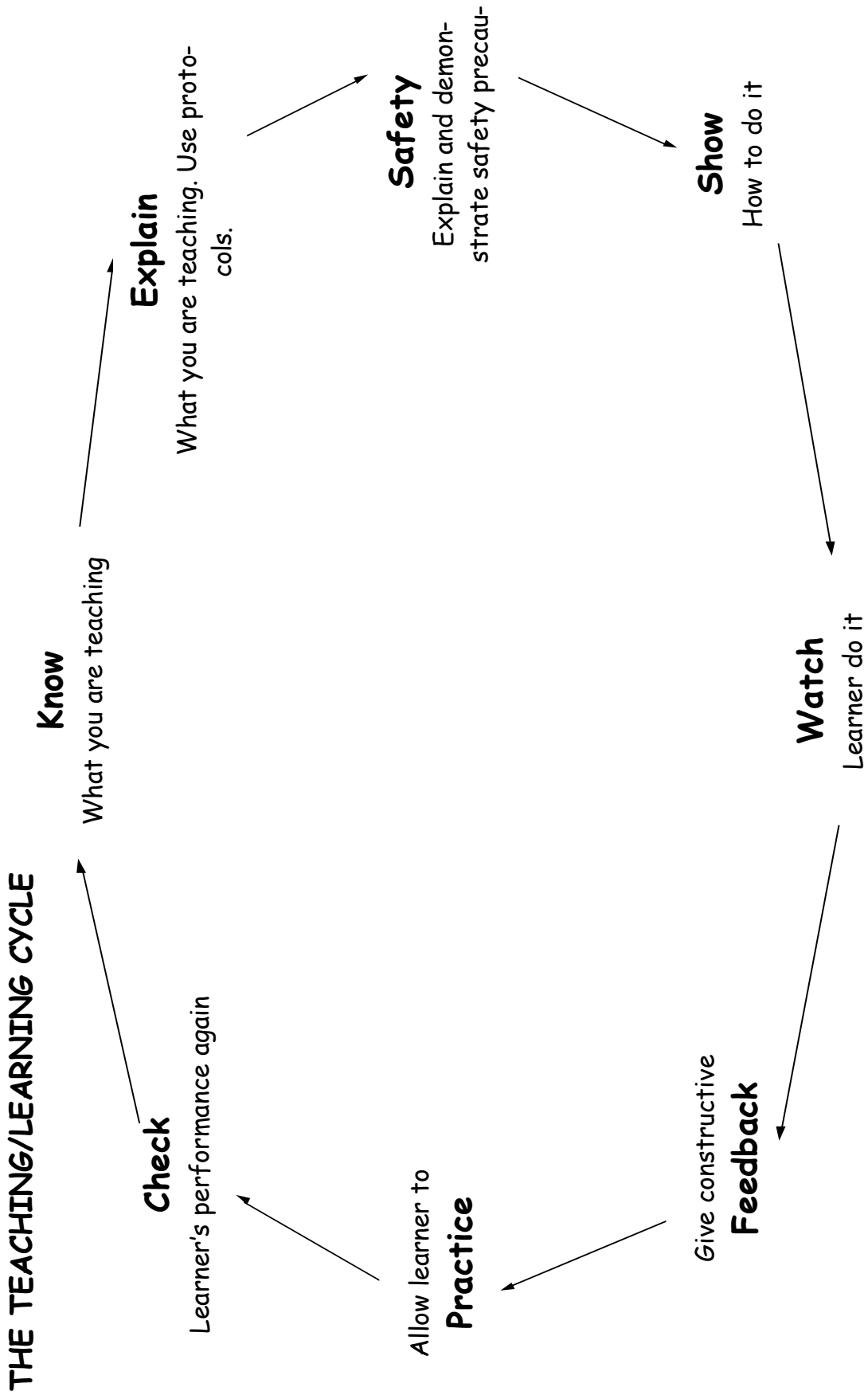
Time: 90 mins

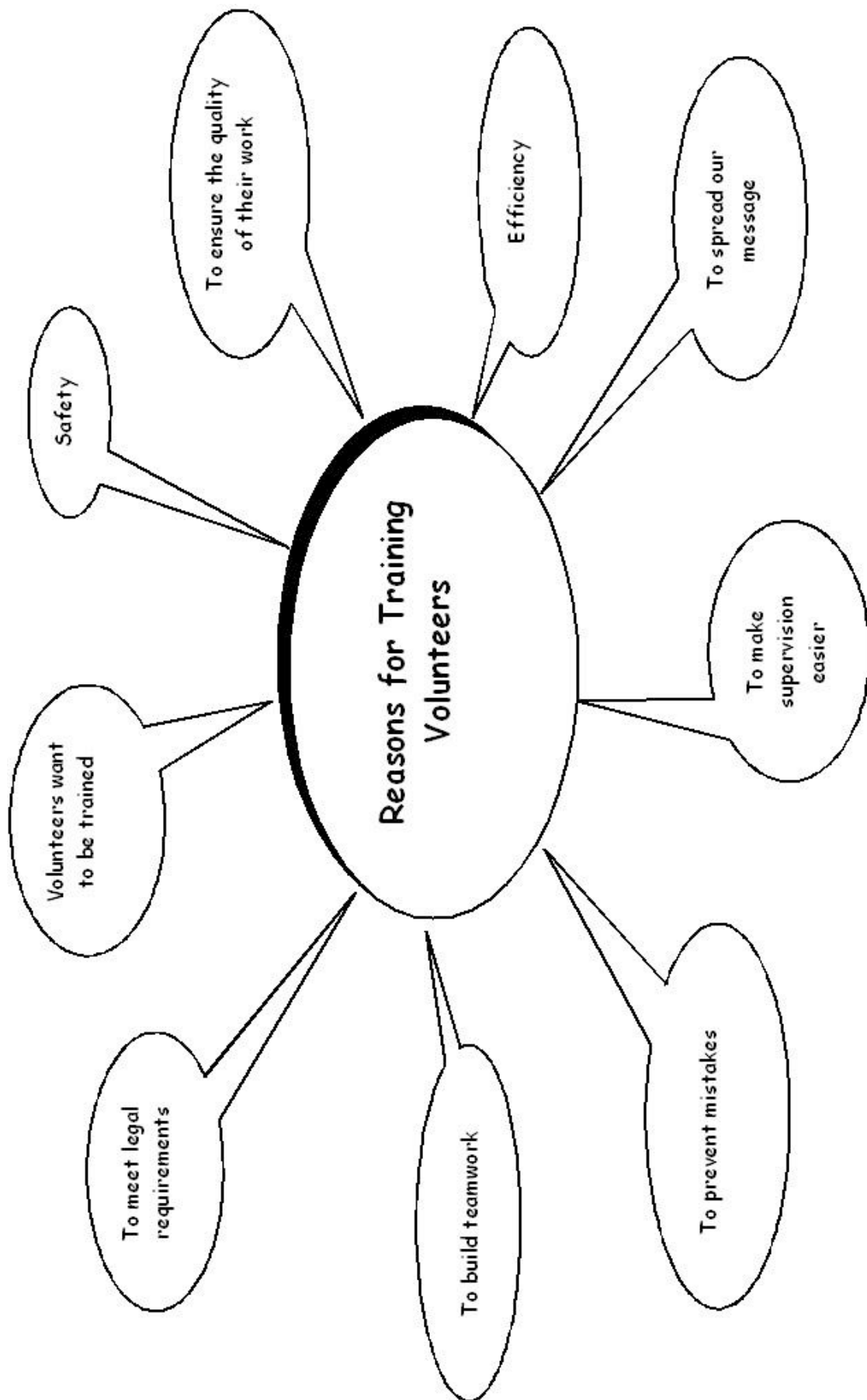
Objectives:

1. To understand the importance of training volunteers
2. To know what knowledge and skills to impart
3. To know how to deliver training
4. To practice delivering training



Objective	Competencies	Activity	Time (mins)	Resources/ Handouts
Introduction	Assess prior learning and experience	Outline session	1 - 5	
1. To understand the importance of training volunteers	1.1 Know the reasons for training volunteers	<ul style="list-style-type: none"> <li>• In large group, brainstorm and mindmap the reasons for training volunteers</li> </ul>	6-15	Butchers paper
2. To know what knowledge and skills to impart	2.1 Break down tasks into a series of individual steps	<ul style="list-style-type: none"> <li>• In small groups or individually, brainstorm and write down the sequence of steps in performing a simple task, such as planting a seed or a cutting, filling a compost tumbler, etc</li> </ul>	16-30	Pens and paper <i>Planting a seed</i> <i>Planting a cutting</i>
3. To know how to deliver training	3.1 Know the sequence of steps involved in teaching a simple task 3.2 Use creative group processes 3.3 Practice delivering training	<ul style="list-style-type: none"> <li>• In the large group, brainstorm the sequence of steps in teaching a simple task, such as planting a seed, etc.</li> <li>• Energiser,</li> <li>• Toilet break, move to nursery</li> <li>• In the nursery, tutor demonstrates teaching how to plant a seed</li> </ul>	31-85	<ul style="list-style-type: none"> <li>• Butchers' paper</li> <li>• <i>The Teaching / Learning Cycle</i></li> <li>• Planting protocols, potting mix, seeds, cuttings, punnetts, pots, trowels, labels</li> </ul>
Conclusion and summary		Questions and answers	86-90	<ul style="list-style-type: none"> <li>• Butchers' paper sheets</li> </ul>









## Establishing Volunteer Co-ordinator Roles

Facilitator:

Time: 55 min

Objectives:

1. Understand the roles co-coordinators play
2. Establish role descriptions for your areas of co-ordination on NSCF

Objective	Competencies	Activity	Time (min)	Resources
Introduction	Assess prior experience Outline session	Game: Get the group into 2 lines then ask them to order themselves according to some criteria as fast as they can. Examples are: shortest to tallest, youngest to oldest, longest ear to shortest ear etc. Give the winning team a prize! Divide the 2 teams in half, to create 4 small groups	0-7	
1. Understand the roles co-coordinators play	1.1 Identify the roles that volunteer co-coordinators play 1.2 Identify influences that volunteer co-coordinators have in their roles 1.3 Identify the commitment volunteer co-coordinators must have to their position. 1.4 Understand that the status of the position should reflect the responsibilities involved.	<u>Activity 1:</u> Using a hot potato brainstorm, identify the roles volunteer co-coordinators fulfill, under the four categories: 1. Planning and Organising 2. Staffing 3. Leading 4. Monitoring and Evaluating (See attached list for teachers aid) <u>Activity 2:</u> Using the topic "Volunteer Co-coordinators Ooze Commitment, Influence and Status" set up a small debate with two teams (3 each side) to debate the issue.	7-35	Butchers paper and pens
2. Establish role descriptions for your areas of co-ordination on NSCF.	2.1 Understand the components of a role description 2.2 Develop a role description that best describes your position	Complete a Volunteer Co-coordinator Role Description for your position. With a partner share your ideas and rework each other's role descriptions.	35-53	Blank Volunteer Coordinator Role Description
Summary and evaluation		Review the session using the information generated on the boards.	53-55	

## ROLES OF VOLUNTEER CO-ORDINATOR

### Planning and organising:

- analyse facts and factors related to the organisation and the involvement of volunteers which need to be considered in the planning process
- establish and review volunteer policy and practice guidelines
- in consultation with all stakeholders, develop goals and outcome objectives for the volunteer program
- ensure structures and strategies are in place which promote the cross-fertilisation of information, ideas and decisions
- develop and implement a forward-looking strategic plan towards achievement of program goals and outcomes
- introduce volunteer screening processes where necessary
- cost the program and ensure adequate funding is available
- promote a good working relationship with the management committee, paid workers and volunteers
- develop links with the community
- plan to review regularly, goals, planning techniques and organisational structures, keeping in mind current and future needs.

### Staffing:

- list the range of duties to be performed through a volunteer needs assessment
- decide which tasks are the province of paid workers and of volunteers
- determine the range of personal attributes, skill experience, knowledge, and time requirements
- promote the program, interview and recruit volunteers, or seek volunteers from any current programs which are already in place
- orientate volunteers to the organisation, the job, to entitlements and responsibilities
- train as necessary
- arrange for ongoing consultation and feedback among all parties
- delegate duties and responsibilities as appropriate
- arrange supervision and support, and address any areas of conflict
- ensure regular appraisal of individual volunteers in relation to the meeting of both their needs and those of the organisation, and take action as necessary
- review the composition and performance of the team as an entity and adjust as necessary.

### Leading:

- encourage all stakeholders to recognise the potential and limitations of volunteer involvement
- promote best policy and practice standards

## Volunteer Coordinator Training

- motivate, support and empower colleagues, paid and voluntary
- encourage mutual understanding and respect between all staff members in relation to each other's role and responsibilities
- look ahead, anticipate future possibilities as well as future issues/problems
- speak out and act decisively
- promote a harmonious working climate and a culture where enjoyment and satisfaction, as well as effort, abounds.

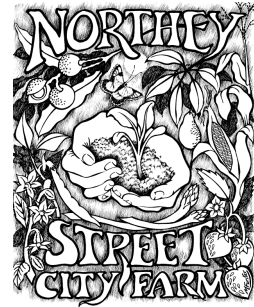
### **Monitoring and evaluating:**

- incorporate regular monitoring processes and program evaluation to ensure reassessment of goals, priorities and the setting of new goals
- check standards and accountability requirements and take action as necessary
- decide on what records need to be kept, by whom, and for how long.

**Volunteer Co-ordinator Position**

**Position Title:**

**Job Description:**



**Responsibilities of Job:**

**Specific Duties:**

- 
- 
- 
- 
- 
- 

**Qualifications Required**

(Skills, expertise, experience, knowledge and training)

**Personal Attributes Required**

**Time frame and/or attendance requirements**

**Location of work**

(more over page)

## Handout

## Volunteer Coordinator Training

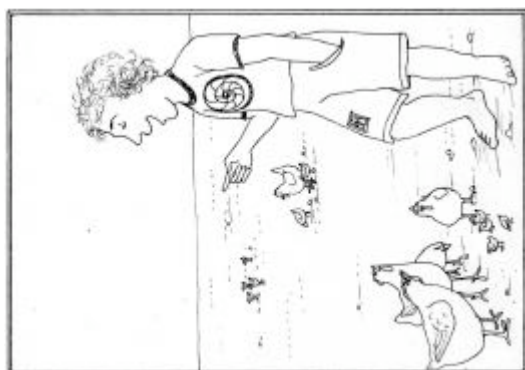
Travel involved

Supervision of the position

Special Requirements (police check, drivers licence)

Volunteer Position or Paid Position?

What Benefits will volunteers gain from working with your project?



## Evaluating your Volunteer Program

Facilitator:

Time: 35 min

Objectives:

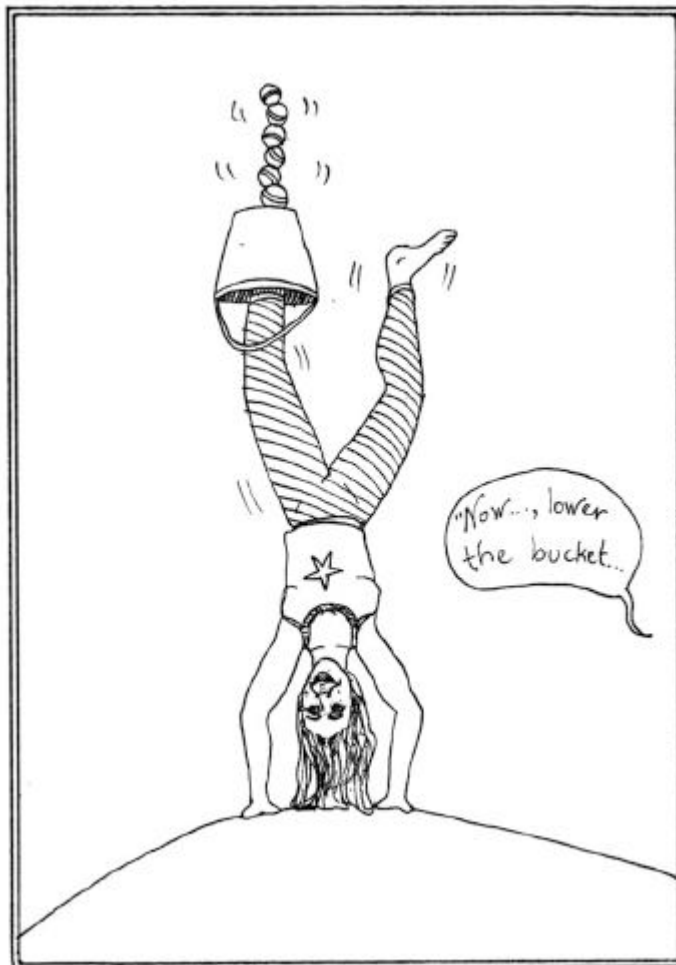
1. Integrating evaluation methods into your volunteer program

Objective	Competencies	Activity	Time (min)	Resources
Introduction	Assess prior experience Outline session	Ask the group to one at a time to describe "If I were a <i>tree</i> , what <i>tree</i> would they be today. (Anything can be substituted for a tree e.g. a smell, an animal)	0-5	
1. Integrating evaluation methods into your volunteer program	1.1 Develop a range of tools you can use to evaluate your volunteer program. 1.2 Learn how to integrate these methods into your volunteer program.	In 3 small groups, establish a number of methods you could use to evaluate volunteers in your team and for getting the volunteers to evaluate your volunteer program. Each group is to choose one method and set up a role play where the rest of the class are your volunteers, and then evaluate your "volunteers" using the method chosen. (The facilitator makes sure that the methods of each group are different.)	5-33	Pens and paper
Summary and evaluation		Emphasise the importance of evaluation in running a successful program and the need to integrate evaluation into your program on a regular basis.	33-35	

## Supporting Volunteer Coordinators

- All the volunteer coordinators are invited to a Volunteer Coordinator Support meeting that is held over lunch once every three months. At these meetings, issues of recruiting, supporting and training volunteers are discussed.
- Volunteer coordinators are often involved in other decision-making meetings at NSCF, particularly when decisions about their areas of responsibility are being made.
- Some volunteer coordinators participate in the Train-the-Trainer program as well
- Volunteer Co-ordinators are invited to attend Volunteer Training days and some Volunteer Co-ordinators run sessions for the Volunteer Training days.

# ***TRAIN THE TRAINER***





## TRAIN THE TRAINER PROGRAM

This program aims to help Volunteer Coordinators and others at City Farms and Community Gardens design and conduct Training Programs for volunteers and volunteer coordinators. The program is designed for groups of between twelve and twenty participants

### Day 1

9.15am-10.40am Introductions and Course Overview (20min)  
Volunteers- Who are they? Why do they volunteer? What are our responsibilities to them? (65min) \*

10.40am-11.00am Morning tea

11.00am-12.30pm Defining roles for volunteers and volunteer coordinators (45min)\*  
Training needs analysis (45 min)

12.30pm-1.15pm Lunch

1.30pm-3.30pm Effective learning (60 min)  
Creative tools for delivering training (15 min)  
Facilitation skills (45 min) \*

### Day 2

9.15am-10.40am Revision (10mins)  
Training Volunteers (75 mins) \*

10.40am-11.00am Morning tea

11.00am-12.30pm Designing training modules

12.30pm-1.15pm Lunch

1.15pm-1:45pm More creative tools (30mins)  
1:45pm-3.30pm Prepare training modules in small groups

### Day 3

9.15am-10.40am Revision and More Creative Tools (30mins)  
Participate in training delivered by each other.  
Evaluation of individual training delivery

10.40am-11.00am Morning tea

11.00am-12.30pm Participate in training delivered by each other  
Evaluation of individual training delivery

12.30pm-1.15pm Lunch

1.15pm-3.30pm Reviewing training (60 min)  
Integrating training into your volunteer program (45 min)  
Evaluation, Summary and Conclusion (30 mins)

\* See modules in previous section on Volunteer Coordinator Training



## Training Needs Analysis

Facilitator:

Time: 45 min

Objectives:

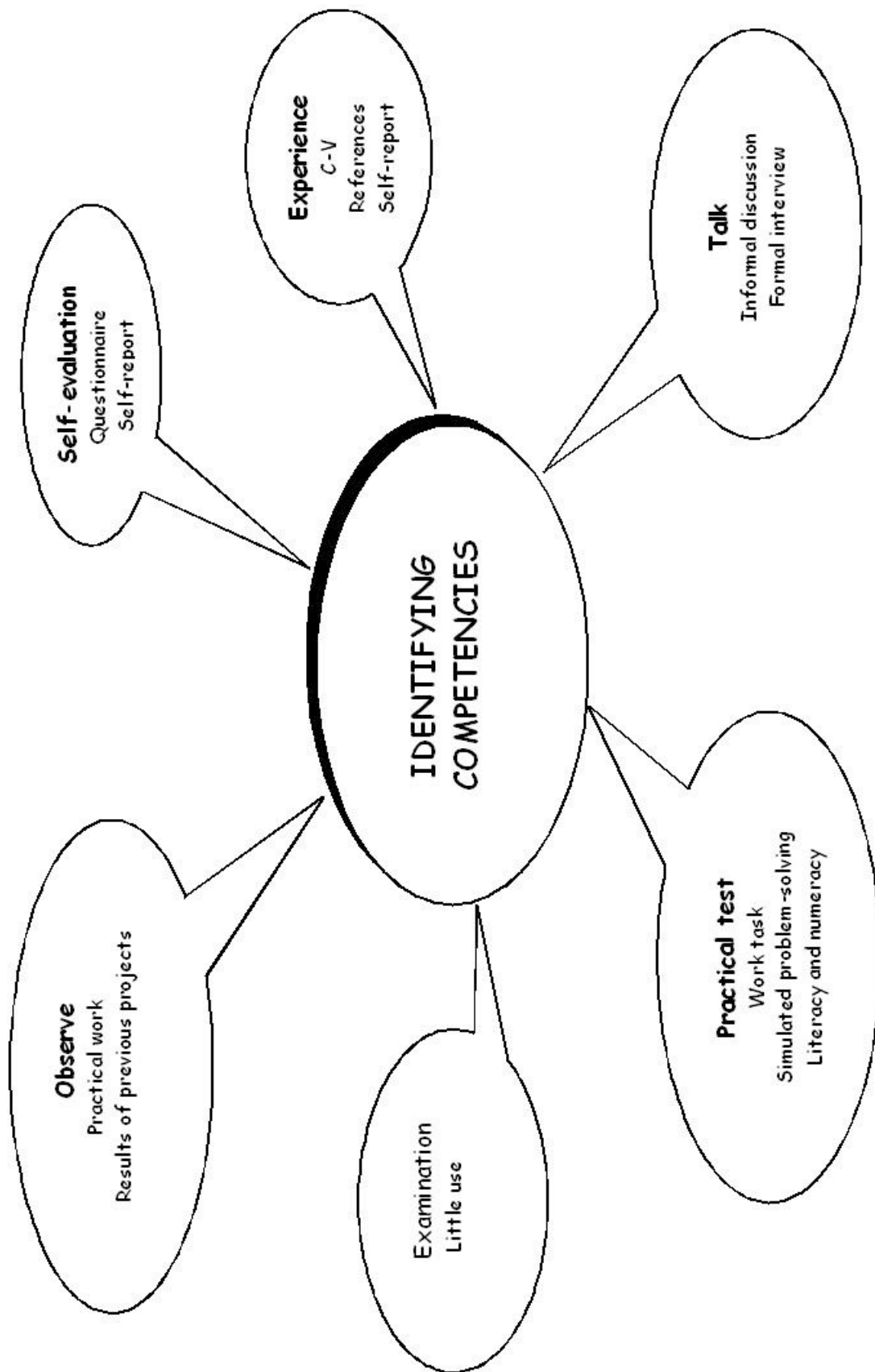
- 1 Identify competencies of participants
- 2 Identify areas of training needed
- 3 Decide topics for group presentations

Objective	Competencies	Activity	Time	Resources / Handouts
Introduction	<ul style="list-style-type: none"> <li>• Use a creative group process to energise participants and help them learn each others' names</li> <li>• Assess prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Standing in a circle, throw ball to each other, calling their names as the ball is thrown</li> <li>• Outline session</li> </ul>	1-5	Tennis ball or rag ball
1. Identify competencies of participants	1.1 Understand the range of ways to identify competencies 1.2 Participants identify their own competencies	Large group brainstorm  Complete individual <i>Training needs questionnaire</i>	6 -15  16-20	<ul style="list-style-type: none"> <li>• Butcher's paper</li> <li>• Identifying Competencies Mindmap</li> <li>• <i>Training Needs questionnaire</i></li> </ul>
2. Identify areas of training needed	2.1 Compare current competencies with those required	Participants report back individually those areas in which they wish to be trained. Create mindmap on butchers' paper	20 - 25	Butcher's paper
3. Decide topics for group presentations	3.1 Group decision making	<ul style="list-style-type: none"> <li>• 'Chunking' of topics</li> <li>• Facilitated group discussion as to which topics to include in the course</li> <li>• Decide on groups of three for presentations, according to topics, and allocate presentation times</li> </ul>	25 - 30 30 - 35 35 - 40	Butcher's paper
Summary and evaluation		<ul style="list-style-type: none"> <li>• Questions and answers</li> </ul>	40 - 45	

## TRAINING NEEDS QUESTIONNAIRE

Name -----

Training Outcomes participants will be able to:-	Self-Rating of Competency				Comments
	No Idea	Some Idea	Done it before but not confident	Confident	
Plan a training program					
Conduct a training needs analysis					
Design training modules					
Deliver a training program					
Facilitation skills					
Creative tools for delivering training					
On-the-Job Training					
Evaluate training delivery					
Review training					
Other skills you wish to learn (specify):					





## Effective Learning

Facilitator:

Time: 60 min

Objectives:

- 1 Understand different modes of teaching and learning
- 2 Understand the stages of effective learning
- 3 Practice active ways of learning

Objective	Competencies	Activity	Time (mins)	Recourses/ Handouts
Introduction	<ul style="list-style-type: none"> <li>• Set the scene for learning</li> <li>• Support positive expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Outline session</li> <li>• Affirmation exercise</li> </ul>	0 - 5	
1. Understand different modes of teaching and learning	<p>Know the different modes of teaching and learning</p> <p>Understand that different people learn using different combinations of senses</p>	<ul style="list-style-type: none"> <li>• Hand out one 'mode of learning' or 'teaching type' card to each participant and ask them to stick it next to the appropriate % remembered bar in the <i>Modes of Learning Graph</i></li> <li>• Hand out the <i>Mental access mode questionnaire</i> for participants to complete in their own time</li> </ul>	6 - 15	<ul style="list-style-type: none"> <li>• <i>Modes of learning graph</i>, stuck on a board</li> <li>• Cut out cards of 'Modes of Learning' and 'Teaching type' (different colours)</li> <li>• Blu-tac</li> <li>• <i>Mental Access Mode Questionnaire</i></li> </ul>
2. Understand the stages of effective learning	Understand the stages of effective learning	<ul style="list-style-type: none"> <li>• Discuss the stages of effective learning, using the handout</li> </ul>	16 - 30	<p><i>Accelerated Learning Mindmap</i> from 'Teaching Permaculture Creatively' pp29-34</p>
3. Practice active ways of learning	<p>Practice working creatively in small groups</p> <p>Use active learning tools, including role play, poems, storytelling, songs, etc</p>	<ul style="list-style-type: none"> <li>• Divide into groups of three by handing a leaf to each person and asking them to find the other two people with the same shaped leaf</li> <li>• In groups of three, devise a brief role play, activity, song, poem, drawing or story to illustrate one of the principles of permaculture, and demonstrate it to the larger group</li> </ul>	31 - 55	<ul style="list-style-type: none"> <li>• Leaves (3 of each shape)</li> <li>• Permaculture principle cards (sectors, zones, diversity, multiple functions, multiple elements, natural succession, energy recycling)</li> </ul>
Summary and evaluation		<ul style="list-style-type: none"> <li>• Q &amp; A re: modes of learning etc</li> </ul>	55 - 60	

### Mental Access Mode Questionnaire

(Circle the answers) to each question that best describes yourself

QUESTIONS	ANSWERS		
➤ When you meet someone who obviously recognises you but you can't quite remember, do you .....	Finally remember the face	Get your clues from the sound of the voice	Suddenly remember where you met and what was happening at the time
➤ If you need to study hard, which is more important to you?	That the curtains are drawn	That the room is quiet	That the room is not too cold, too hot, too windy etc.
➤ When faced with a meeting which may be a little controversial, do you	Try to visualise yourself explaining your ideas	Rehearse what you are going to say	Try to get a feeling for how the others may act
➤ Which types of artists do you admire most?	Painters, sculptures and movie makers	Musicians	Dancers, drama actors
➤ When talking among friends at a party, do you..	Make your point, but with few words	Tend to talk a great deal with some repetition for emphasis.	Talk slowly with lots of hand gestures and bodily movement
➤ What is your favourite way to relax?	Sit down with a great stack of videos	Listen to your favourite CDs	Involve yourself in physical activity or go for a walk
➤ When trying to remember how to spell a difficult word, do you..?	Write it down a few different ways to see which looks right	Spell it our aloud (or inside your mind) to check it sounds right	Write it down and check if it feels OK
➤ When asked a difficult question, do you..?	Try to get a clear mental image of what it is about	Repeat the question in your mind, while trying to think of what you will say	Access your gut feeling about the issue
➤ What is easiest for you to remember ..?	A diagram or plan	A speech or tape	Dance steps or how to do it
➤ What is intuition or inspiration to you ..?	A blinding flash behind your eyes and then a clear picture	A little voice that suddenly starts telling you things you didn't know	A gut feeling about how things should be
➤ Someone has been trying to explain something to you, suddenly you think you understand – which are you more likely to say ..?	“Now I see what you mean”	“I like the sound of that idea”	“Hey, that idea really grabs me”, or “that feels right”

... / 2

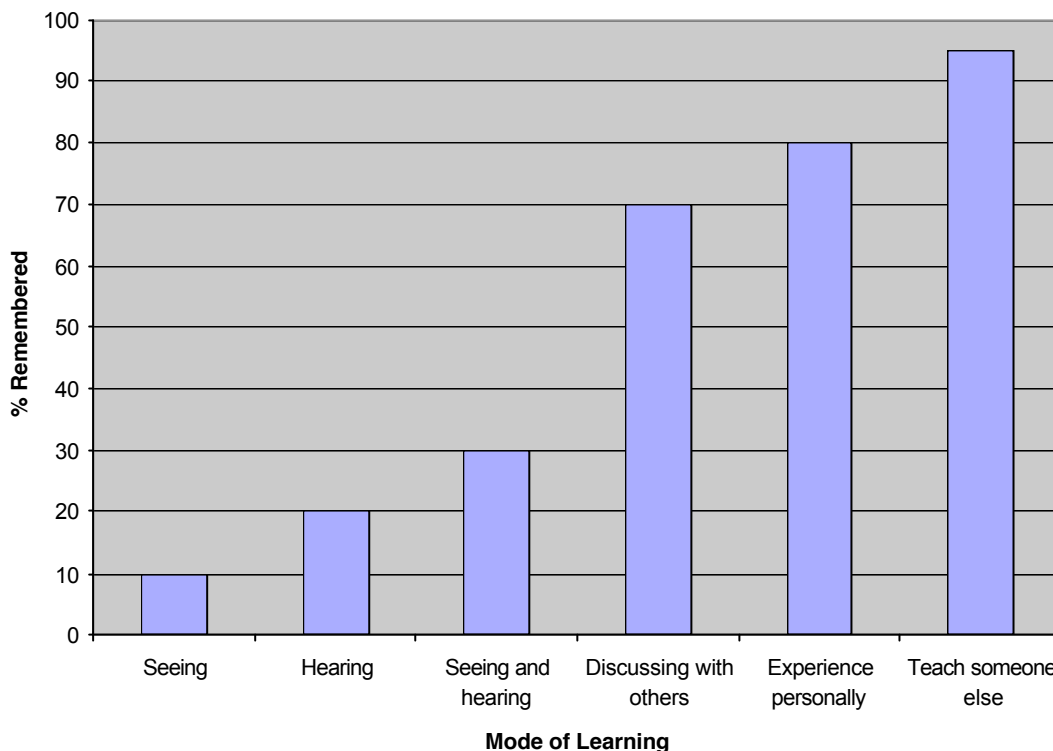
## Handout

## Train the Trainer

➤ Which is easiest for you? (circle two answers)	Drawing a picture Creating a plan	Writing a letter Composing a song or article for a magazine	Craft activities (pottery, weaving, etc) Gardening, building
➤ What sort of novel appeals most to you?	Lots of clear images and well described scenery	Lots of dialogue between the main characters	Lots of fast action and adventure
➤ When planning a new garden area, which part do you enjoy the most?	Drawing up a plan	Discussing the idea with others	Are you impatient to get out and start doing it?
➤ At school, which were your favourite subjects? (circle three choices)	Arts Science Maths	Music Languages History	Drama Physical Education Craft (Woodwork, metal work etc)
➤ When learning something new, do you prefer to have..?	Slides, videos, diagrams and charts	Lectures and seminars	Group activities, hands-on activities, role -plays etc,
➤ If you have lost something, do you try to remember where it is by..?	Visualising your recent movements	Asking yourself (or someone else) where it is	Physically re-enact your movements
➤ When you are really happy, do..?	Replay the scene in your mind	Sing and hum	Jump up and down, skip and run
➤ When you really understand something, can you..?	See it clearly	Explain it to someone else	Actually do it yourself
➤ What inspires you to get things done..?	Seeing what needs doing	Verbal reminders	Thinking about how good it will feel when the job is finished
➤ What is your main thinking pattern..?	Visualise internally	Talk internally	Feel things, weigh it up for yourself
➤ You know something is really right when..	You can see the details in your mind	You get a loud “yes” inside your head	It just feels right
➤ When working in groups or teams, what role do you most often adopt..?	Keeping the long term goal clearly focused	Acting as chairperson or facilitator	Being aware of how others feel and trying to avoid possible conflicts
<b>SCORE</b>			
	<b>Visual</b>	<b>Auditory</b>	<b>Kinaesthetic</b>

(Add up number of circles in each column. To express as a percentage, multiply score by 4)

% Remembered for Different Modes of Learning



MODES OF LEARNING	TYPE OF TEACHING
Hearing	Demonstration
Seeing	Lecture
Both hearing and seeing	Lecture with visual aids
Discussing with others	Group discussion where everyone participates
Experience personally	Hands-on practical session
Teach someone else	Presenting a session
	Doing a role play
	Small group brainstorm
	Reading a handout
	Work experience attachment
	Lecture demonstration





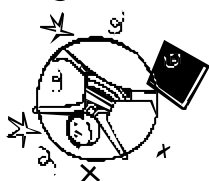
## Creative Tools for Training

Facilitator: Time: 70 minutes

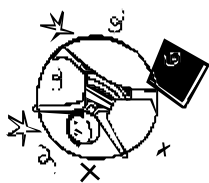
Objectives:

- 1) To appreciate a range of teaching tools to inspire and enthuse participants
- 2) To deliver creative teaching tools to a group

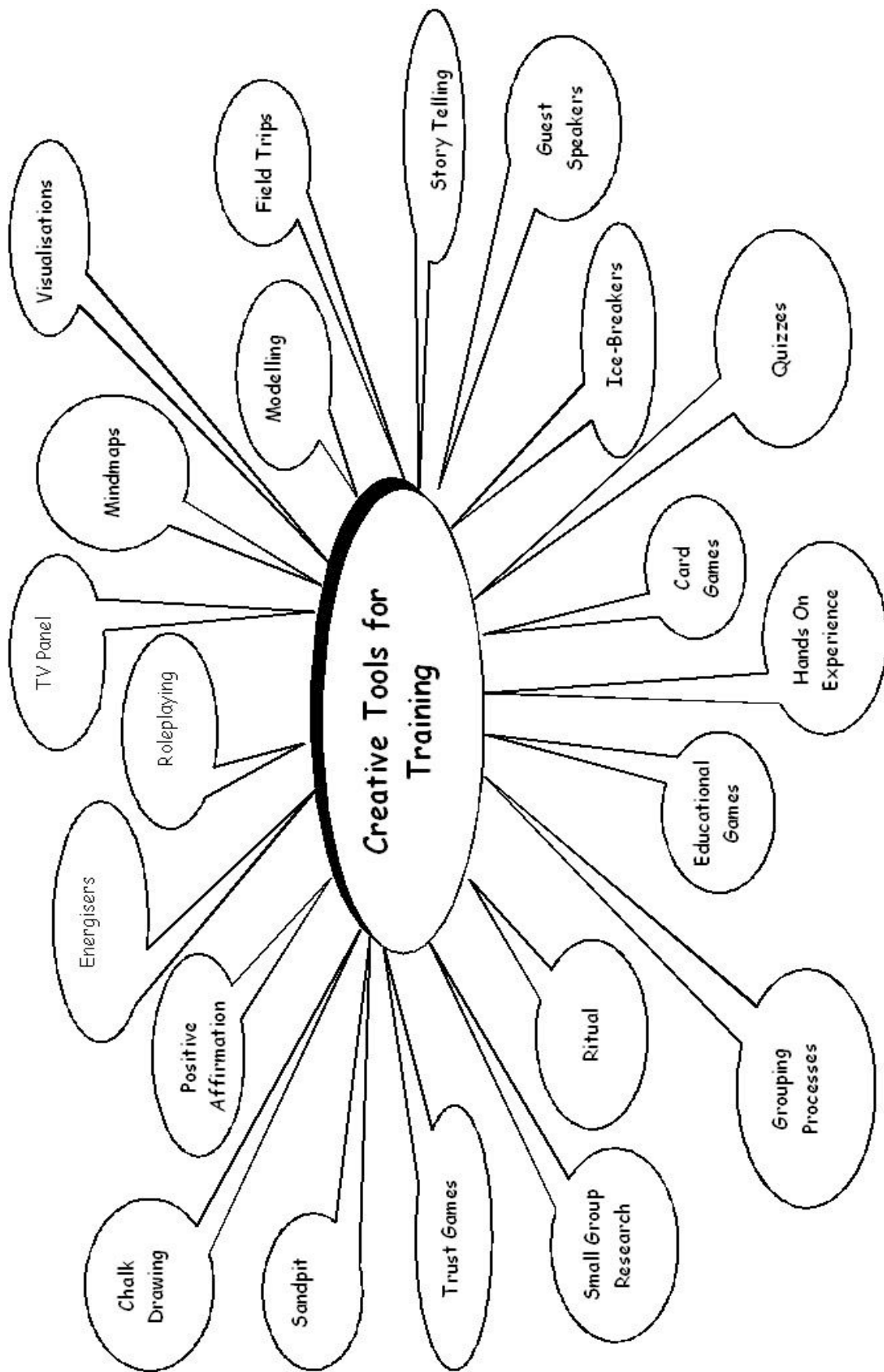
Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior experience	Outline session Explain the reasons why creative games that get people moving, laughing, talking are important in a training environment.	0-3	
1. To appreciate a range of teaching tools to inspire and enthuse participants	1.1 Understand a variety of processes used for delivering creative training.	Go through the Creative Tools on the Mudmap, get the group to share examples of strategies used under these headings. (Point out that explanations of the Training Tools are in the New Farmer Training Manual)	3-20	<i>Creative Tools for Training Mudmap</i>
2. To deliver creative teaching tools to a group	2.1 To deliver and/or participate in at least three introduction games 2.2 To deliver and/or participate in at least three techniques for building trust in a group. 2.3 To deliver and/or participate in three creative group energizers.	1. Take the group through examples of each of these games (list attached)  2. Summary and questions about games	20-68	<i>Creative Tools' handout of the games explained</i> Blind folds 10 carpet squares ball peg Chairs pens and paper
Summary and evaluation		Highlight that on the Web there are 1000's of creative group games that can be easily accessed.	68-70	



## Creative Tools for Training to Inspire, Invigorate and Rejuvenate!



Activity Type	When to use	Activity
Introduction games	At the start of a training session, or on the second day of a training session to remind everyone of each other's names.	<ol style="list-style-type: none"> <li>1. Draw a <b>plant that best describes you</b> and then get the group to hold up their drawings and relay back to the group what they like about this plant.</li> <li>2. "Have you Ever....." For this game seat all but one person in a chair, with the chairs placed in a circle. The person in the middle says "Have you ever (something that they have done)" All the people that have done that thing get up from their chairs and swap chairs. The person in the middle tries to take a chair, leaving a new person to say "<b>Have you ever...</b>".</li> <li>3. Stand in a circle, the leader starts by producing a <b>sound/action to go with their name</b> and passes this on to the next person in the circle, the next person creates their own sound/action to go with their name and passes this on to the next person in the circle and so on.</li> </ol>
Trust Building	When it is important that people in the group learn to build trust e.g. Staff group, volunteers	<ol style="list-style-type: none"> <li>1. Form pairs, one person in the pair is <b>blindfolded</b>. The person blind folded holds onto their partners hand and is guided around obstacles. Swap partners.</li> <li>2. <b>Desert Island</b>: The group starts with only half the number of small carpet squares as to the size of the group (example if there are 16 people only 8 carpet squares). The group has to work out how to get everyone from A to B (add 2 to the number of squares to get the distance between A and B. e.g. 8 squares plus 2 = 10m apart) without touching the ground, only the carpet squares.</li> <li>3. <b>Pass items</b> around the circle without using your hands; for example a peg between your teeth, a ball between your legs.</li> </ol>
Energisers	When the facilitator notices that the energy in the group is dropping or after eating lunch before starting 'heavy' work.	<ol style="list-style-type: none"> <li>1. <b>Left Brain/ Right Brain exercises</b>: With arms crossed place a finger from your right hand on your nose and a finger from your left hand on your ear. Now swap hands to other ear and other hand to nose... make changes faster.</li> <li>2. <b>Evolution game</b>: every one start as a bee, turns into a duck then a kangaroo then a beauty princess. You evolve by winning a game of scissors/paper/rock with another person who as the same animal as you.</li> <li>3. The group is in a circle with one person in the middle. <b>One person in the outside circle starts an action</b>, the group must follow quickly. The person in the middle must guess who initiated the action. Anyone in the outside circle can change the action at any time.</li> </ol>



OUTCOMES

ACTIVITIES

OBJECTIVE 2

OBJECTIVE 1

HANDOUTS

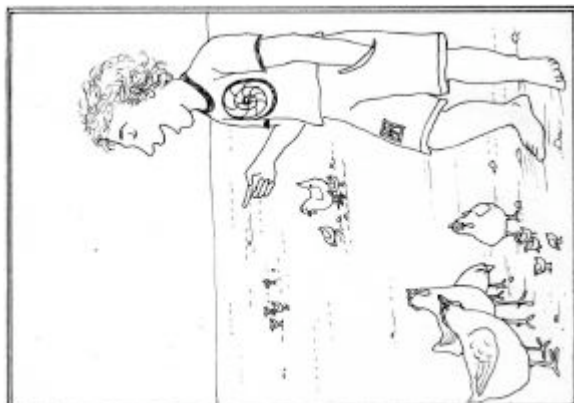
TIME FOR EACH SESSION

RESOURCES

TEACHING METHOD

ENERGISERS

FACILITATOR NAME



## Designing Training Modules

Facilitator:

Time: 90 min

Objectives:

1. Identify the elements to include in a training module
2. Understand how to develop a training outcome/objective
3. Develop a format for planning your training sessions
4. Develop a training module

Objective	Competencies	Activity	Time (min)	Resources
Introduction	Overview of session Assess prior knowledge		5	objectives written up on blackboard
1. Identify the elements to include in a training module	Elements to include: 1.1 Overview of the topic broken down into sessions 1.2 Time allocation for each session 1.3 Title of each session 1.4 Name of trainer responsible for each session 1.5 Training objectives, outcomes, activities, resources and assessment methods (if required) 1.6 Introduction and summary 1.7 Creative group processes	Present to the group the elements to include in a training module on individual cards, <b>ASK THEM TO ADD ANY MORE TO LIST.</b>	5 - 15	Marker Butchers paper Individual cards of "elements"

<p>2. Understand how to develop training outcomes and objectives</p>	<p>2.1 Clearly understand the steps required to complete the training task                  2.2 Pool the steps into 3-4 clear outcomes which describe how to complete the task.                  2.3 Ensure that the outcomes meet the following criteria:                  A. Observable - see the progress through out the training                  B. Measurable - the output should be measurable                  C. Clear - avoid jargon</p>	<p>1. Use names of different seeds in a hat to break the group up into small groups (3 in each)                  2. Explain the criteria for developing outcomes.                  3. In your small groups develop the <b>steps</b> and then the <b>outcomes</b> in relation to teaching a volunteer to plant a seed into a punnet.                  Paste all ideas up for the group to discuss.</p>	<p>30</p>	<p>Pens                  Butchers paper                  Bluetack                  On butchers paper, write up the 3 criteria for developing outcomes.</p>
<p>3. Develop a format for planning your training sessions</p>	<p>3.1 Appreciate a range of ways to format your training modules                  3.2 Demonstrate the inclusion of the elements in the training module</p>	<ul style="list-style-type: none"> <li>In the same small group spend 10 minutes developing a format for planning your training session on how to plant a seed into a punnet.</li> <li>Make sure that all the elements are included in the lesson plan</li> </ul>	<p>10</p>	<p>Pens                  Butchers paper                  Seed names in hat</p>
<p>4. Develop a training module</p>	<p>4.1 Demonstrate the use of including the elements, format and outcomes in designing a training module</p>	<p>In your small group devise a training session about planting a seed into a punnet.                  Paste ideas up, get people to walk through the gallery and make suggestions</p>	<p>30</p>	<p>Pens                  Butchers paper</p>
<p>Summary</p>		<p>Get the group to make a summary machine. One by one people add an action and a summary word to the 'Design a Training Module' machine.</p>	<p>5</p>	

### Prepare a Training Module (Small Group Exercise)

Facilitator:

Time: 105 min

Objective:

- To prepare a training module in small groups



Objective	Competencies	Activity		
Introduction		Outline exercise, refer to 'Designing training module' session and review presentation topics and groups that were agreed at Training Needs Analysis session on Day 1 Remind participants of their affirmations	0 - 10	Blank Module Proformas
1. To prepare a training module in small groups	1.1 Work effectively in small groups 1.2 Prepare a training module	In small groups, prepare the training module for the session to be presented on the final day.	10 - 100	
Summary		Q & A re modes of learning, etc	100-105	



**(Module Title)**

Time: minutes

Facilitator:

Objectives:

- 1)
- 2)
- 3)

Objective	Competencies	Activity	Time (min)	Resources/ Handouts
Introduction	Assess prior experience	Outline session Game or energiser		
1)	1.1			
2)	2.1 2.2 2.3	1) 2)		
3)	3.1 3.2			
Summary and Evaluation				





## Evaluating Training

Facilitator:

Time: 20 min

Objectives:

1. To give feedback to the presenters about their presentation(s).

Objective	Outcomes	Activity	Time	Resources/ Handouts
1. To give feedback to a presenter about their presentation	Assessment and feedback skills	<p><b>1. Plus Minus Interesting</b> Each person has one minute to put a word or phrase about the presentation on each of the pieces of paper.</p> <p><b>2. Key Learnings</b> Each person writes on pieces of paper two things they learnt from the session, one a 'content' and one a 'process' piece of information, and then sticks them to the board.</p> <p><b>3. Qualitative/ Quantitative Review</b> Qualitative/ Quantitative review requires more time but can provide more detailed information to help facilitators improve their performance. Each participant involved in the training is asked to fill out a review sheet and hand it back into you. They do not have to put their name on the top. See table below.</p> <p><b>4. Reflection Review</b> A simple and quick evaluation method to establish a reflection on the day Four items are placed out in front of the group and each person in the group is asked to take the item that best reflects their feelings on the training. Hand shovel - Informed, feel confident to go and apply what I learnt Twisted pipe - Confused, need more clarity Flower - Personal growth, holistic learning experience Mosaic Tile - Creative, energized, inspired Cup - feel half full You could also make up your own as you get more comfortable with this tool. You can get the group to reflect back why they chose the item or just leave people with their item to reflect.</p>	5	<p>3 sheets of butcher's paper, labelled 'Plus', 'Minus', 'Interesting', respectively.</p> <p>Pieces of paper, Blu-tak</p> <p>Qualitative/ Quantitative Review Handout</p> <p>Hand shovel Twisted pipe Flower Mosaic tile Cup</p>

**QUALITATIVE / QUANTITATIVE REVIEW**

**Ratings: 1 Needs work    2 Moderate    3 Good  
4 Interesting    5 Fantastic/Inspiring**

Evaluating	Rating	Comments
Content	1 2 3 4 5	
Facilitation skills	1 2 3 4 5	
Time management	1 2 3 4 5	
Held interest of participants	1 2 3 4 5	
Use of creative teaching tools	1 2 3 4 5	
Coverage of topic	1 2 3 4 5	
Level of Organisation	1 2 3 4 5	
Use of voice and eye contact	1 2 3 4 5	
Relationship between facilitators	1 2 3 4 5	



## Integrating Training into your Volunteer Program

Facilitator:

Time: 55 min

Objectives:

1. Identify a variety of training methods to use in community garden
2. Identify strategies for developing commitment to training
3. Develop a training method

Objective	Competencies	Activity	Time (min)	Resources
Introduction		Get participants up for a final stretch.	0-2	
1. Identify a variety of training methods to use in community gardens	1.1 Identify in-house training which could be implemented in a community garden (Examples: on the job, training session on a topic, induction, mentoring, buddies, volunteer co-coordinators) 1.2 Identify external training which could be offered through your community garden (Examples: WH&S or First Aid through local council, excursion to other community gardens, TAFE, Volunteer Qld.)	Brainstorm the types of in-house and external training which could be offered from community gardens	2-15	Marker Butchers paper
2. Identify strategies for developing commitment to training	2.1 Understand a variety of tools to use to create a supportive training environment in your workplace. e.g. Training calendar, skills swap, paying courses, support volunteer co-coordinators, seek funding for training, buddies/mentors	Beside each of the training methods identified get the students to identify tools which would support these types of training.	15-25	
3. Developing a training method	3.1 Understand how to develop a training method Communicate ideas on developing a training method	In small groups (3-4 people) decide on how you would set up one of the training methods that came out of the brainstorm. Communicate ideas back to the group.	25-52	
Summary and evaluation		Finish course with thankyou. Ask everyone to close their eyes, reflect on their new ideas they have learnt, to roll them up in a ball with clay and bury them into the soil. Remind them to water them regularly to encourage flourishing growth!	52-55	

# ***EVALUATING TRAINING***



## **VOLUNTEER TRAINING EVALUATION**

The following forms are used to evaluate the three levels of training program.

### **Volunteer Training Feedback Form**

What did you enjoy about this training program?

What did you not enjoy?

How much do you think this training program will help you in your role as a volunteer ?

Not at all

A little

A fair bit

A lot

Are there any other aspects you would wish to see included in a volunteer training program?

Any other comments?

# Northey Street City Farm Volunteer Co-ordinators Program Evaluation

What is your area of co-ordination \_\_\_\_\_

Name: \_\_\_\_\_

How effective has the co-ordinator training been in assisting in your role?

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### Self evaluation

(Rate yourself from 1 to 5)

Good people skills	1 2 3 4 5	Accepting of diversity	1 2 3 4 5
Team builder	1 2 3 4 5	Active Listener	1 2 3 4 5
Valuing your volunteers	1 2 3 4 5	Organisational skills	1 2 3 4 5
Can confront issues	1 2 3 4 5	Enthusiastic and friendly	1 2 3 4 5

*Make comments on how well the program or area you manage is working in regards to:*

Volunteer recruitment \_\_\_\_\_

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Retaining volunteers \_\_\_\_\_

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Training volunteers on the job \_\_\_\_\_

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---

Managing conflict \_\_\_\_\_

---

---

Support from NSCF Staff and resources \_\_\_\_\_

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Support from New Farmers Co-ordinators (Dick & Tash) \_\_\_\_\_

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---

Communication between volunteers and co-ordinators \_\_\_\_\_

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Volunteer satisfaction \_\_\_\_\_

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## Train the Trainer Program

### Evaluation

Please give us your feedback about the Train the Trainer program by answering the questions below.

Your answers will be confidential so please be as frank and honest as you can be.

#### 1. Program Content

	Poor	Fair	OK	Good	Excel- lent	Comment
The range of topics covered						
The small group exercises						
The 'hands-on' activities						
The games						
The participant presentations						
Learning resources and teaching aids						
Length of the course						

Please tick the relevant box

#### 2. Program Presentation

Please tick the relevant box

	Poor	Fair	OK	Good	Excel- lent	Comment
The teachers' enthusiasm						
Organisation of the presentations						
Delivery of training						
The variety of teaching strategies						
Time management						
The pace of delivery of the program						

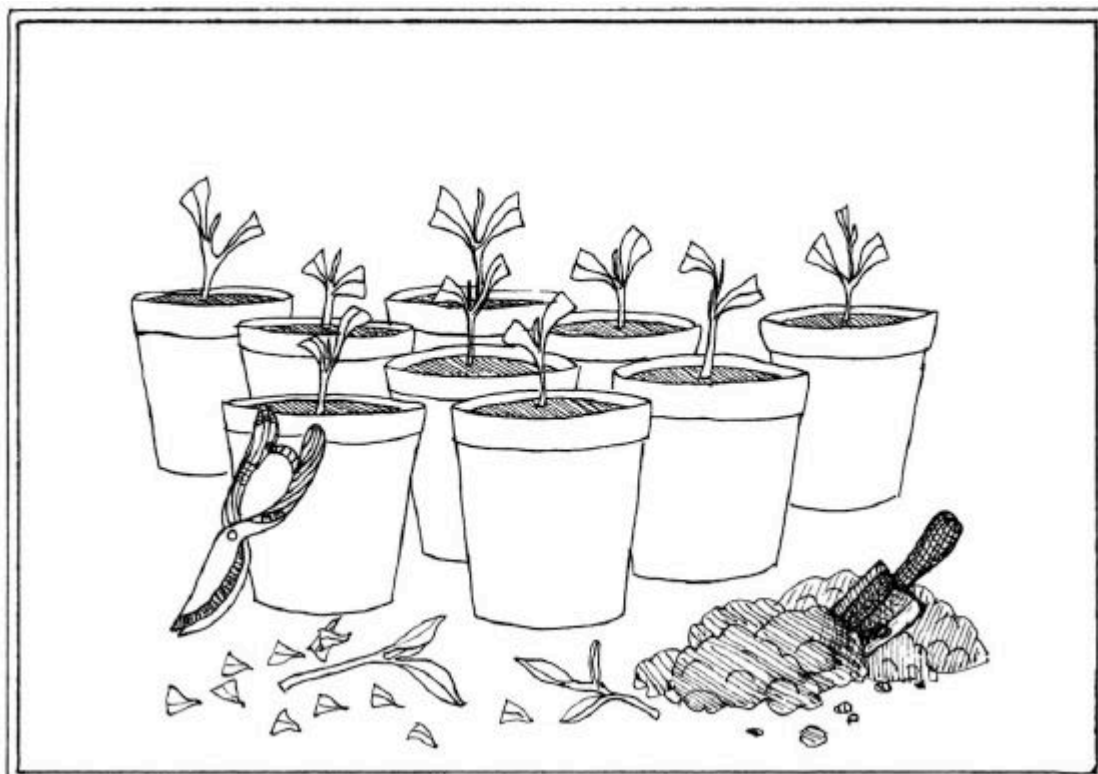
	Poor	Fair	OK	Good	Excel- lent	Comment
The teaching area						
Food and drinks						
Toilet						
City Farm as a whole						

	No	May- be	Yes	Defi- nitely	Comment
Improved my knowledge and skills					
Increased my confidence					
Will help me do my job bet- ter					
Will help me train volun- teers/staff better					





# ***VOLUNTEER COORDINATOR ROLE DESCRIPTIONS***



## Volunteer Coordinator Role Descriptions

### VOLUNTEER CO-ORDINATOR ROLE DESCRIPTIONS

This section includes role descriptions for the following Volunteer Coordinators at NSCF:

- Bushfood and Bush Regeneration
  - Chickens
  - Communications
  - Community Arts
  - Events
  - Green Waste
  - Management Committee
  - Market Garden
  - Nursery
  - Office
  - Seed Network
  - Tours
  - Volunteer Program Co-coordinator
  - Workshops
- 

#### **Volunteer Co-ordinator: Bushfood and Bush Regeneration**

##### Job Description:

To coordinate the involvement of volunteers in the maintenance and extension of the bushfood, bush regeneration and cabinet timber woodlot areas at NSCF

##### Responsibilities of Job:

- Coordinate maintenance of the bushfood, bush regeneration and cabinet timber woodlot areas
- Coordinate the involvement of volunteers in the bushfood, bush regeneration and cabinet timber woodlot areas

##### Specific Duties:

- Monitor the bushfood, bush regeneration and cabinet timber woodlot areas
- Liaise with the coordinator of gardens and orchards to plan the maintenance and infill planting requirements for those areas
- Coordinate the involvement of volunteers in those areas, including arranging weekly volunteer mornings and weekend working bees.
- Conduct training of volunteers in these areas.
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- To ensure that volunteers work safely

## Volunteer Coordinator Role Descriptions

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Training and experience in growing bushfood plants and bush regeneration.
2. Knowledge of Permaculture philosophy, organic gardening and city farm principles
3. Experience of supervising volunteers.

### Personal Attributes Required

Commitment, honesty and loyalty

### Time frame and/or attendance requirements

- 4–6 hours per week
- Attendance at meetings of the 'Green Team' (once a month)

### Location of work

- Northey Street City Farm

### Travel involved

- None

### Supervision of the position

Through 'Green Team' meetings

### Special Requirements (police check, drivers licence)

Drivers License

### Volunteer Position or Paid Position

Volunteer

### What Benefits will volunteers gain from working with your project?

- Training and experience in growing and maintaining bushfood and bush regeneration plantings
- Knowledge of how to prepare and cook with bushfoods

## Volunteer Co-ordinator: Chickens

### Job Description:

To coordinate the involvement of volunteers in caring for and maintaining the chicken system at NSCF

### Responsibilities of Job:

- Train volunteers in chicken care and maintenance
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- Ensure volunteers are rostered on to provide consistent care for chooks
- Delegate responsibility for feeding and watering, collecting eggs, keeping the chicken coop clean and watering the plants in and around the chicken run
- Check all jobs are completed satisfactorily.

## Volunteer Coordinator Role Descriptions

### Specific Duties:

- Buy grain when needed
- Keep records of egg sales and other expenses
- Observe chickens' health and take preventive action when necessary
- Conduct training of volunteers in these areas.
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- To ensure that volunteers work safely

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

- Experience and knowledge of keeping chickens organically
- Experience in effective management of volunteers

### Personal Attributes Required

- Sense of responsibility and caring
- Ability to work with people
- Communication skills

### Time frame and/or attendance requirements

Weekly meeting

Attendance as required on roster

### Location of work

NSCF

### Travel involved

Nil

### Supervision of the position

Reports through the Green Team to the Management committee

### Special Requirements (police check, drivers licence)

Nil

### Volunteer Position or Paid Position

Volunteer

### What Benefits will volunteers gain from working with this project?

- Increased knowledge of chook care and maintenance
- Warm glow of satisfaction from keeping healthy chooks
- Make new animal friends
- Training in chook care

## **Volunteer Coordinator Role Descriptions**

### **Volunteer Co-ordinator: Communications**

#### Job Description:

To communicate, publicise and promote information about Northey Street City Farm and its activities to members, visitors and the broader community and to coordinate the involvement of volunteers in assisting with these tasks.

#### Responsibilities of Job:

- To communicate the activities and ideals of NSCF to its members, volunteers and paid workers and to the wider community
- To work with the coordinators of the many and various activities of NSCF to help them promote their activities.

#### Specific Duties:

- Edit and produce the quarterly newsletter.
- Develop media releases and community notices to publicise events and activities at NSCF
- Develop and maintain marketing and promotional materials such as flyers, posters, leaflets and brochures.
- Maintain the NSCF website
- Coordinate volunteers involvement in these tasks, e.g. for photocopying and mail outs.
- Conduct training of volunteers in these areas.
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- To ensure that volunteers work safely

#### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Verbal and written communication skills, to a high standard
2. Training and experience in Public Relations and Marketing
3. Knowledge of Permaculture philosophy, organic gardening and city farm principles
4. Experience and training in desktop publishing and graphic design
5. Experience in coordinating volunteers

#### Personal Attributes Required

Commitment, honesty and loyalty

#### Time frame and/or attendance requirements

- 10-15 hours per week (some weeks less and some more depending on deadlines for printing and events)
- Attendance at farm at least once per week to pick up materials and distribute information
- Generally attendance at one meeting per week at the farm

#### Location of work

NSCF and/or home (if using own PC and printer)

One PC, laser printer/scanner/copier/fax and Internet available at city farm

## Volunteer Coordinator Role Descriptions

### Travel involved

- To and from city farm and home
- To printers and publishers
- To local council office and for photocopying newsletters

### Supervision of the position

Report to Management Committee

Liaise with staff about publicity arrangements

### Special Requirements (police check, drivers licence)

Driver's License

### Volunteer Position or Paid Position

Volunteer, with funding available occasionally to partly fund the position.

### What Benefits will volunteers gain from working with your project?

- Training and experience in publishing, public relations and marketing
- Experience in project co-ordination
- Communication skills

## Volunteer Coordinator: Community Arts

### Job Description:

To co-ordinate artistic projects on site on a regular basis.

### Responsibilities of the job:

- Organise, advertise and co-ordinate artistic projects at NSCF
- Seek approval for permanent art installations through Site Planning processes.
- Ensure Work Place Health and Safety requirements are met.
- Actively seek participation for projects.
- Seek funding to improve artistic opportunities on the farm.
- Offer a diverse an interesting artistic program.

### Specific Duties

- Maintain supplies and equipment for artistic projects
- Purchase and source second hand materials for art projects
- Inform volunteers of art projects they can get involved in.
- Organise guest artists to diversify artistic opportunities on the farm.
- Conduct training of volunteers in these areas.

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

- Experience in a range of artistic skills including Lantern making for events, Painting banners and signs, Screen printing T-shirts and bags, Mosaics, Children art and craft activities for events, Wood carving, Bamboo and wire weaving
- Good planning and organisational skills
- Experience of coordinating volunteers

## Volunteer Coordinator Role Descriptions

### Personal Attributes Required

Imagination, people person,

### Time frame and/or attendance requirements

During and in lead up to events or projects

### Location of work

At NSCF

### Travel involved

Maybe some, picking up supplies.

### Supervision of the position

Answerable to the Management Committee

### Special Requirements (police check, drivers licence)

Suitability card if working with children

### Volunteer Position or Paid Position

Volunteer, although grant funding may supply short term employment.

### What Benefits will volunteers gain from working with this project?

- Participate in community art project
- Connect with other people of similar interest
- Learn and share skills in the above areas
- Create something beautiful for NSCF!

## Volunteer Co-ordinator: Events

### Job Description:

To coordinate the organisation of Winter Solstice, Autumn Equinox, Spring Equinox Feasts and other similar events at NSCF.

### Responsibilities of Job:

- Coordinate the organising group for the event
- Consult with the management committee and the wider NSCF community about the theme, entertainment, food, activities and budget for the event.
- Recruit and coordinate volunteers to help with running the event.

### Specific Duties:

- Be responsible for the budget and any monies
- Arrange advertising and promotion for the event in co-operation with the Communications Coordinator
- Ensure that Workplace Health and Safety practices are followed in all activities and locations of work.



## Volunteer Coordinator Role Descriptions

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Experience in organising events
2. Good planning and organisational skills
3. Experience of coordinating volunteers

### Personal Attributes Required

Imagination, patience, ability to handle stress, people person, endurance, willingness to help out with any, and every thing.

### Time frame and/or attendance requirements

- One month before the event: 5hr/week organising advertising and volunteers
- The week of the event: 15hours, organising, finalising and training volunteers for the event
- The day of the event: 10 hours, co-coordinating the volunteers in their different roles.

### Location of work

At NSCF

### Travel involved

Maybe some, picking up supplies for the event.

### Supervision of the position

Answerable to the Management Committee through the Events and Promotion Team.

### Special Requirements (police check, drivers licence)

Nil

### Volunteer Position or Paid Position

Volunteer

### What Benefits will volunteers gain from working with this project?

- Experience in event management, including performance, catering, technical, promotional and budgetary aspects.
- Working in a team

## Volunteer Co-ordinator: Green Waste Recycling

### Job Description:

To operate the Green Waste Recycling Centre at NSCF and to coordinate the involvement of volunteers in this task.

### Responsibilities of Job:

- Work with the WFD Gardens Co-coordinator to organise and train volunteers and WFD participants to maintain production of compost and worm products from the compost tumblers and worm farms.

## Volunteer Coordinator Role Descriptions

- Ensure the Green Waste Recycling Centre generates a continual supply of best quality organic compost

### Specific Duties:

- Coordinate:-
  - Collection of food scraps weekly
  - Shredding of food scraps in the mulcher and feeding to worms or into tumblers
  - Emptying and refilling compost tumblers every three weeks
  - Watering of tumblers as required and turning tumblers regularly
  - Caring for the worm farms
  - Maintaining and caring for equipment including mulcher, barrows etc
  - Maintaining the grounds of the Green Waste Centre
  - Organising materials required for the compost centre
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- Ensure that safe working practices are followed by all those working with the GWR centre

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Experience in worm farming and composting
2. Experience in coordinating volunteers

### Personal Attributes Required

Friendly, likes physical work, likes worms, compost and smelly things, singing helps to get through long moments!

### Time frame and/or attendance requirements

- Every Wednesday 8.30am-12.30pm
- Attendance at planning meeting once every three months

### Location of work

At NSCF and on the food scrap pick up route

### Travel involved

- Food scrap pickup route (15km through city traffic) in NSCF ute

### Supervision of the position

Answerable through the Green Team to the Management Committee  
Regular liaison with the Nursery Coordinator is also required.

### Special Requirements (police check, drivers licence)

- Current Driver's license
- Must be over 25 years old (for insurance coverage)

### Volunteer Position or Paid Position

Volunteer

### What Benefits will volunteers gain from working with this project?

- Being responsible for an important aspect of the farm
- Learning about composting and worm farming
- Physical satisfaction
- Working in a team

## Volunteer Coordinator Role Descriptions

### Volunteer Co-ordinator: Management Committee

#### Job Description:

To co-ordinate management committee (MC) volunteer members to ensure that the MC fulfils its responsibilities as an incorporated, not-for-profit community organisation and to ensure the vision and direction of NSCF is maintained.

#### Responsibilities of Job:

- Ensure that the organization, its members, volunteers and staff abide by the NSCF constitution.
- Promote the interests of NSCF in broader community networks
- Advocate for all members, volunteers and program participants at NSCF.
- Ensure policies and procedures are developed and updated for the organization.

#### Specific Duties:

- Attend and facilitate monthly committee and general meetings of NSCF in accordance with standard meeting procedures and the NSCF Inc Association constitution.
- Ensure applications for funding are completed, signed and sent.
- Attend functions or events at city farm and elsewhere as a representative of the MC.
- Liaise regularly with NSCF Staff and committee members.
- Support MC members
- Participate in the development of site planning, organisational development and review and policy and procedures for NSCF.
- Delegate tasks as required

#### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Experience on Management Committees would be useful
2. Project and people management skills
3. Experience in developing policy and procedures
4. Experience in coordinating volunteers

#### Personal Attributes Required

Good communication skills, relate well to people, well organised, time management, honesty, patience.

#### Time frame and/or attendance requirements

- One evening meeting per month of 3 hour duration
- An additional 5-10 hours per month following through the responsibilities of the position

#### Location of work

Home, NSCF.

## Volunteer Coordinator Role Descriptions

### Travel involved

To and from City Farm and home.

### Supervision of the position

Responsible to the Management Committee.

### Special Requirements (police check, drivers licence)

nil

### Volunteer Position or Paid Position

Volunteer

### What Benefits will volunteers gain from working with this project?

- Experience in holding a position on a MC
- Experience in project co-ordination
- Communication skills

## Volunteer Co-ordinator: Market Garden

### Job Description:

To promote, develop and maintain a vibrant volunteer program that offers volunteers the opportunity to learn skills in organic market gardening.

### Responsibilities of Job:

- Recruit volunteers to work in the market garden on a regular basis
- Provide training for volunteers in planting, composting, fertilising, weeding, mulching, harvesting and organic gardening principles.
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- To look after the needs of volunteers including: providing for adequate breaks, assisting with special needs, informing volunteers of up and coming events and of training opportunities at city farm.

### Specific Duties:

- To plan a volunteer program that allows volunteers to be involved in a range of activities and that utilises the skills and experiences of the volunteers involved.
- Ensure that all products and processes used in the Market Garden are in accordance with the 'Herb Growers Association Organic Certificate' Guidelines.
- Ensure materials and equipment are maintained for volunteers to use.
- Ensure that Workplace Health and Safety practices are followed in all activities and locations of work.

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Organic gardening, market gardening and permaculture skills and experience.
2. Demonstrated program and people management skills
3. Experience in teaching or training people.

## Volunteer Coordinator Role Descriptions

### Personal Attributes Required

Enthusiasm, patience, willingness to work hard, flexibility, organisational skills, systematic approach

### Time frame and/or attendance requirements

Monday 7am-11am

Thursday 11am-3pm

Friday 2pm-6pm

Saturday 4:30am-11am

### Location of work

At NSCF

### Travel involved

Nil

### Supervision of the position

Market Garden Committee (weekly)

Enterprise Sub-Committee (monthly)

### Special Requirements (police check, drivers licence)

Some level of physical fitness

### Volunteer Position or Paid Position

Profit share through market garden sales

### What Benefits will volunteers gain from working with your project?

Knowledge, skills and experience in organic market gardening

Friendship, fun and involvement in the city farm community

Fresh organic veggies (when there is an excess)

Fresh, organic lunch from the garden

## Volunteer Co-ordinator: Nursery

### Job Description

To promote, develop and maintain a vibrant volunteer program that offers volunteers the opportunity to learn nursery propagation and maintenance skills and help in retail and sales.

### Responsibilities of the Job

- To train volunteers in nursery practices including seed saving, propagation, potting on, preparing potting mix, organic pest control and nursery maintenance.
- To train volunteers in retail and sales.
- To promote and maintain a roster for volunteer involvement in retail.
- To ensure volunteers attend NSCF Volunteer Induction
- To look after the needs of volunteers including: providing for adequate breaks, assisting with special needs

## **Volunteer Coordinator Role Descriptions**

- To provide meaningful tasks for all volunteers to get involved in.
- To attend NSCF Volunteer Co-coordinator Training

### Specific Duties

- Plan propagation regime to meet the seasonal needs of Edible Landscapes Nursery's customers and of the NSCF gardens.
- Order/purchase seed not available at NSCF.
- Order/purchase equipment and materials required.
- Maintain a float for the retail shop and ensure all accounting and banking of money is recorded.
- Develop and implement a nursery management plan that ensures all nursery stock is maintained in good health and vigor using organic and permaculture techniques.
- Ensure that all processes and products used in the nursery are in accordance with the 'Herb Growers Association Certification' Guidelines.
- Ensure that Workplace Health and Safety practices are followed in all activities and locations of work.

### Qualifications Required

1. Certificate Three in Horticulture specialising in Nursery and/or equivalent experience in the wholesale and retail industry.
2. Experience in training volunteers on the job and in managing volunteers.
3. Excellent understanding of:
  - how to propagate a wide diversity of food plants,
  - seed collection, and
  - composting using organic and permaculture methods.

### Personal Attributes Required

- Ability to work with all people and be sensitive to the needs of all people
- A friendly, welcoming and positive nature.
- Reliable and punctual

### Time Frame and/or Attendance Requirements

- Friday 8.30am-1.00pm (production and maintenance)
- Saturday 6am - 11am (sales and retail)

### Volunteer Worker or Paid Worker

This position is a paid position. Profits from nursery sales fund this position.

### Location of Work

Edible Landscapes Nursery  
Northey Street City Farm  
16 Victoria St Windsor, Brisbane Queensland

Occasional nursery stalls are held at other locations e.g. ABC garden expo, Brisbane Organic Fair.

## Volunteer Coordinator Role Descriptions

### Travel Involved

No travel is involved, except for the stalls as above.

### Supervision of the Position

The Nursery Volunteer Co-coordinator is responsible to the Nursery Co-coordinator. In the event that this is the same person, then this person is responsible to the Enterprise Sub-Committee of the NSCF Management Committee.

### Special Requirements

It is a requirement of the 'Commission for Children and Young People' that all people working with children and young people possess a 'Suitability Card'. These can be obtained by phoning (07) 3247 5145.

### What benefits will the volunteer gain from working with the Project?

Knowledge of how to propagate edible plants, collect seed and maintain a nursery.  
Social interaction with others and the potential to build friendships  
Access to cutting and planting material.

## Volunteer Co-ordinator: Office

### Job Description:

To co-ordinate the involvement of volunteers in the running of the city farm office.

### Responsibilities of Job:

- Organise activities that can involve volunteers in the office.
- Provide training to volunteers in office procedures.
- Supervise volunteers in the office

### Specific Duties:

- Ensure materials and equipment are maintained for volunteers to use.
- Respond to queries about volunteering in the office.
- Plan a volunteer program that allows volunteers to be involved in a range of activities and utilises the skills and experiences of volunteers involved.
- Organise volunteers to help with mail outs and newsletter printing.
- To ensure volunteers attend NSCF Induction and sign on/off for the day
- Incorporate Workplace Health and Safety in all activities.

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Expertise in office procedures including word processing and database management.
2. Experience in facilitating training
3. Project and people management skills and experience.
4. Experience in ensuring workplace health and safety
5. Experience in effective volunteer supervision and volunteer program delivery

### Personal Attributes Required

## **Volunteer Coordinator Role Descriptions**

Good communication skills, ability to relate well to people, well organised, good time management, honest, patient and co-operative.

### Time frame and/or attendance requirements

- Three days per week

### Location of work

At NSCF

### Travel involved

Nil

### Supervision of the position

The Office Co-coordinator works with the Staff collective that reports to Management Committee on a monthly basis.

### Special Requirements (police check, drivers licence)

Nil

### Volunteer Position or Paid Position

Paid

### What Benefits will volunteers gain from working with this project?

- Office skills and experience
- Database management and experience with computer programs.
- Community building and friendships

## **Volunteer Co-ordinator: Seed Network**

### Job Description:

To co-ordinate a local seed network to encourage people to swap seeds, planting materials and seed saving tips.

### Responsibilities of Job:

- Arrange regular monthly meetings at NSCF.
- Advertise meeting times and activities of the network on city farm notice boards and in the newsletter.
- Advocate for seed saving

### Specific Duties:

- Organise material required for the seed network
- Respond to queries about seed saving and people interested in getting involved in the network.
- Facilitate interesting and innovative meetings of the network
- Coordinate volunteer seed savers

### Qualifications Required



## Volunteer Coordinator Role Descriptions

(Skills, expertise, experience, knowledge and training)

1. Knowledge and experience in seed saving techniques
2. Facilitation skills

### Personal Attributes Required

- Passion about, and interest in, seed saving,
- Good communication skills,
- Relate well to people.

### Time frame and/or attendance requirements

- 4 hours per month

### Location of work

At NSCF

### Travel involved

Nil

### Supervision of the position

Answerable to the Management Committee. However, the nursery co-coordinator will be the main contact person for materials, seed saving equipment and storage space.

### Special Requirements (police check, drivers licence)

Nil

### Volunteer Position or Paid Position

Volunteer

### What Benefits will volunteers gain from working with your project?

- Skills in seed saving
- A sense of satisfaction and fulfillment for helping to preserve local seed diversity.
- Access to healthy organic seed stock and planting material
- Community building and friendships

## Volunteer Co-ordinator: Tours

### Job Description:

To coordinate the involvement of volunteers in escorting tours of NSCF.

### Responsibilities of Job:

- Recruit and train new volunteer tour guides
- Organise tour guides for the regular Thursday morning tours
- Respond to queries about private group tours and arrange tour guides for these events.

### Specific Duties:

## **Volunteer Coordinator Role Descriptions**

- Advertise the tours at the farm and NSCF events.
- Lead tours of NSCF

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Organisational and Program Management skills
2. Experience in facilitating training
3. Permaculture plant knowledge (desirable)
4. Coordination of volunteers

### Personal Attributes Required

Good communication skills, relate well to people, well organised

### Time frame and/or attendance requirements

- 2 hours per week

(Initially, time will be spent conducting tours and training others in leading tours. After that, the time will be spent more on managing the tour program.)

### Location of work

At NSCF

### Travel involved

Nil

### Supervision of the position

Meet and network with the Education Team on a monthly basis

### Special Requirements (police check, drivers licence)

Police check (Suitability Card Holder)

### Volunteer Position or Paid Position

Volunteer, but with potential to receive payment for some tours.

### What Benefits will volunteers gain from working with this project?

- Communication skills
- Confidence in public speaking
- Greater understanding of plants and permaculture.

## **Volunteer Co-ordinator: Workshops**

### Job Description:

To coordinate NSCF's Workshops and Courses Program.

### Responsibilities of Job:

- To organise NSCF's Workshops and Courses
- To organise NSCF involvement in Brisbane City Council's GOLD (Growing Old and Living Dangerously) workshop program

## Volunteer Coordinator Role Descriptions

### Specific Duties:

- Sourcing and booking workshop presenters
- Produce and distribute workshop program and brochures
- Print booking sheets to be kept in office and Check bookings and confirm enrolments
- Prepare certificates of completion
- Develop, distribute and collect evaluation forms and disseminate feedback to presenters

### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Experience in organising educational programs
2. Experience in desktop publishing and graphic design
3. Knowledge of Permaculture philosophy, organic gardening and city farm principles

### Personal Attributes Required

Good communication skills, relate well to people, well organised

### Time frame and/or attendance requirements

- 2 hours per week (some weeks less and some more depending on deadlines for printing and events)
- Required to attend meetings occasionally

### Location of work

- NSCF or home using own PC and printer.
- One PC, laser printer/scanner/copier/fax and Internet available at NSCF

### Travel involved

Some distribution of workshop flyers

### Supervision of the position

Report to Management Committee

Liaise with staff in development of programs

### Special Requirements (police check, drivers licence)

Drivers License

### Volunteer Position or Paid Position

Volunteer, but with potential to receive payment for some workshops.

### What Benefits will volunteers gain from working with your project?

- Training and experience in publishing, public relations and marketing
- Experience in project co-ordination
- Communication skills

## Volunteer Coordinator Role Descriptions

### Volunteer Program Coordinator

#### Job Description:

To manage the volunteer program at Northey Street City Farm including recruitment, orientation, training and advocacy for volunteers.

#### Responsibilities of Job:

- Apply for funding that will approve the facilities, training options and management for volunteers
- Recruit volunteers and match volunteers to their needs and the volunteer co-coordinator needs
- Orientate and support volunteers at NSCF
- Advocate for volunteers at NSCF and in the wider community.
- Ensure volunteer policies and procedures are developed and updated for the organisation.
- Chair meetings of volunteer co-coordinators
- Encourage and support volunteers from a wide variety of backgrounds including non-English speaking, Indigenous, people with a disability, single mums, elderly, young people and homeless people.
- Ensure role descriptions for volunteers and volunteer co-coordinators and the NSCF Orientation booklet is kept updated.
- Organise a training calendar for volunteers and volunteer co-coordinators and facilitate training.

#### Specific Duties

- Attend functions or events at city farm and elsewhere as a representative of volunteer
- Participate in the development of site planning, organisational development and visioning of NSCF to represent volunteers needs.
- Organise trainers and manage volunteer training program
- Mediate conflict arising
- Organise social events that include volunteers at NSCF e.g.: International Women's Breakfast
- Keep volunteer co-coordinators and volunteers informed of changes to the program, training and social events
- Regularly update the volunteer notice board
- Maintain the volunteer registration database, including requesting feedback from volunteers removed from the database
- Develop processes that recognize volunteers achievements and contributions to NSCF; including Annual Volunteer Awards
- Develop strategies to support volunteers with special needs or high needs.

#### Qualifications Required

(Skills, expertise, experience, knowledge and training)

1. Experience as a volunteer co-coordinator in a similar organisation
2. Project and people management skills
3. Experience in delivering and developing training

## Volunteer Coordinator Role Descriptions

### Personal Attributes Required

Readiness to listen, learn, reflect and change, commitment, willingness to share information, creativity, value base related to the philosophy of volunteering, good communication skills, relate well to people, well organised, time management, honesty, patience.

### Time frame and/or attendance requirements

Developing/Promoting/Delivering and Updating Training	8hrs/week
Meeting/ Orientating and placing volunteers	10hrs/week
Managing Volunteer Program	10 hrs/week
Advocacy and staff collective meetings	4hrs/week
<u>Supporting volunteers with special needs</u>	<u>12 hrs/week</u>
Total	40 hours

### Location of work

- Home and NSCF

### Travel involved

- To and from city farm

### Supervision of the position

The Volunteer Co-coordinator will be a member of the Staff Collective which reports to the Management Committee monthly

### Special Requirements (police check, drivers licence)

Police check and drivers license (open)

### Volunteer Position or Paid Position

Paid

***APPENDIX 1***

***VOLUNTEER***

***POLICIES AND***

***PROCEDURES***

## VOLUNTEER POLICIES AND PROCEDURES

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## **Volunteer Policies and Procedures**

### **Volunteering**

- Is based on personal motivation and choices, freely undertaken
- Is a way of furthering active citizenship and community involvement
- Takes the form of individual or group activities generally carried out within the framework of an organisation
- Enhances human potential and the quality of daily life, building up human solidarity
- Provides answers for the great challenges of our time, striving for a better and more peaceful world
- Contributes to the vitality of economic life, even creating jobs and new professions

*(Volunteering Australia)*

### **NSCF Philosophy of volunteering**

Northey Street City Farm belongs to the community in that it is a public resource that promotes environmental sustainability, social equity, cultural diversity and community participation

Volunteers bring a range of skills, experience and enthusiasm for the values and activities that NSCF promotes. Volunteering at NSCF involves working together to fulfill these common goals.

NSCF values its volunteers and is committed to ensuring an enriching and enjoyable experience for them.

### **NSCF Volunteer Mission Statement**

NSCF aims to create opportunities for community members to participate, voluntarily, in activities that develop their skills in a way that is stimulating and fun, and that promotes environmental sustainability and enhances the local community.

### **Promoting Volunteer Opportunities**

Opportunities to volunteer at NSCF are promoted through:

- The free weekly farm tour
- Visits by groups
- The general NSCF leaflet
- The volunteering leaflet
- Informal talks with drop-in visitors
- Events and functions at NSCF and elsewhere (e.g. garden shows)

Volunteer registration forms, which detail the options for volunteer involvement, are available in the volunteer sign on book and in the tour kit.



## Volunteer Policies and Procedures

### Initial Inquiry about Volunteering

The Volunteer coordinator or the office administration team should handle these inquiries.

#### Procedure

Give or send the potential volunteer a volunteer information leaflet to read and explain the various volunteering options.

Answer any questions the potential volunteer may have about the various options or refer them to the relevant volunteer coordinator.

Suggest that they go on the free weekly tour of City Farm to become familiar with the various aspects of NSCF.

### Volunteer Registration

All new volunteers should fill in a confidential volunteer registration form (see Appendix 1). The data on the registration should be entered into a computer database by the volunteer coordinators or office staff. All information about volunteers should be treated as strictly confidential. Only the volunteer coordinators and office staff should have access to it.

All volunteers should write their name and hours of work in the attendance book on each day they volunteer at NSCF.

### Orientation

If possible, an informal meeting should take place with each new volunteer to match the volunteer with appropriate work areas and supervisors so as to ensure a happy and fulfilling experience for all involved.

All new volunteers should be invited to take part in an orientation session, to be held once a month.

The orientation program should include:

- A tour of NSCF
- Morning tea and Introductions to staff and volunteer coordinators
- An information session about the structure and functions of NSCF and the volunteer program, as outlined in the orientation booklet (see Appendix 2)
- Workplace Health and Safety
- Questions
- Lunch

### Roles and Position Descriptions

Appropriate position descriptions should be formulated for all volunteer positions.

## **Volunteer Policies and Procedures**

These position descriptions should be used to:

- help potential volunteers decide the positions most suitable and interesting to them
- help match people with appropriate volunteer positions
- reduce any misunderstandings that may occur around what tasks the volunteer will and will not undertake
- provide guidance to supervisors re filling a position
- help the organisation identify and acknowledge the contribution volunteers make  
I.e. make the contribution by volunteers visible

The position description should include:

- Job Title
- Job Tasks
- Any special skills or competencies required or desirable
- Special requirements (e.g. police check, driver's license)
- Any exclusions (e.g. "not suitable for people with asthma")
- Supervision of the position
- Time frame / attendance requirements
- What benefits will the volunteer gain from this position

### **Police checks**

Police checks are required under state law for those volunteers who will be involved in working with people under 16 years of age. At NSCF, this applies only to volunteers working with school groups.

### **Training**

- All volunteers should have access to training, including:
- orientation (within one month of first attending)
- on-the-job training in the particular area(s) in which they are working (initially, and on-going)
- general volunteer training programs, to be held two or three times a year.
- access to volunteer coordinator and 'train-the-trainer' courses for experienced volunteers, to be held once or twice each year.
- access to other NSCF training courses, workshops and excursions at a discounted rate.

### **Relationship between Paid and Unpaid Staff**

There is a distinction between the work of volunteers and the work of paid staff. Volunteers should not be allocated a role that a paid worker would do. However, a volunteer may take on a particular aspect of the work, eg volunteers could undertake some reception duties but should not take on a full role as receptionist .

## Volunteer Policies and Procedures

The work of volunteer staff should complement and enhance the work of paid staff. Volunteer role descriptions should reflect this distinction.

If a volunteer does act in the place of a staff member e.g. during the staff member's leave, the volunteer should be paid for the time they work.

### Rights of Volunteers

All volunteers have the right to expect:

- a healthy and safe work place
- to be treated with dignity and respect
- meaningful and involving work
- clear definition of tasks and responsibilities
- tools adequate to the job
- access to toilets, washing facilities and a rest area
- a secure individual storage area for personal effects
- knowing to whom they are accountable
- access to all information necessary to do their job
- training in unfamiliar tasks
- adequate, supervision, support and feedback on tasks performed
- encouragement of initiative and independent decision making
- that their input and ideas will be valued and used
- that they will be included in NSCF functions and events
- recognition of their contribution to NSCF
- opportunities to display or communicate their work
- adequate insurance coverage for injury or illness related to their volunteer work at NSCF
- reimbursement of agreed, out-of-pocket expenses
- fair and prompt procedures for resolving grievances
- confidentiality of their personal information

### Responsibilities of volunteers at NSCF:

All volunteers have a responsibility to:

- work safely and protect the safety of co-workers and others
- support co-workers and treat them and others with respect
- make a commitment, as far as possible, to attend regularly
- be punctual
- contact their supervisor as soon as possible if unable to attend
- ask for support when needed
- undertake training when invited
- be honest and trustworthy in all financial dealings
- respect the confidentiality of any personal information relating to other workers or members gained as a result of working at NSCF
- look after and maintain all NSCF tools and property

## **Volunteer Policies and Procedures**

- be aware of NSCF's mission and to contribute towards achieving it.

## **Roles and Responsibilities of Volunteer Coordinators**

Coordination of volunteers at NSCF is shared amongst a number of paid and voluntary workers. Their roles are jointly to:-

- oversee the NSCF volunteer program
- welcome and support new volunteers
- organise appropriate activities for volunteers
- provide on-the-job training for volunteers in their areas
- liaise, when necessary, between volunteers and other people at the Farm
- organise special events and activities for volunteers
- be a contact point for volunteers experiencing problems in their work or relationships at NSCF
- uphold and implement volunteer policy and procedures, as set out in this manual.

## **Reimbursement of expenses**

If volunteers need to make purchases relating to their work at NSCF, they should discuss this with their volunteer coordinator before making the purchase. Coordinators need to work within their designated budgets and volunteers need to be aware of these constraints.

When volunteers make a purchase relating to their work, they will need to present receipts to their coordinators before they can be reimbursed.

## **Insurance Cover**

NSCF recognises that all volunteers and workers have the right to be protected from financial cost in the event of injury and liability.

Volunteers are covered by CGU Insurance, through Allsafe Insurance Brokers for public liability to a limit of \$10 million, and by Aon Risk Services Australia for accidental injury sustained at NSCF.

## **Personal Information and Privacy**

Volunteers' personal information is to be treated in a confidential manner and kept in a database on computer. Access to the database is limited to the volunteer coordinators and the office staff. Access is restricted with a password.

All volunteers have the right to access any information recorded by NSCF.

### Use of Motor Vehicles and Insurance

NSCF vehicles are to be driven only by volunteers who are over 25 years of age, and only with the approval of their volunteer coordinator. The vehicle booking book in the office must be filled out with the name of the driver and the destination of the trip before the vehicle is driven. The log book in the vehicle must be filled in also for every trip.

Volunteer coordinators must approve the use of private motor vehicles for NSCF business prior to their use. Volunteers who use private motor vehicles for NSCF business must have their cars covered by Third Party Property insurance at least, and preferably by comprehensive insurance.

### Dispute Resolution Procedures

1. *General principles*
  - it is recognised that it is inevitable that conflicts will arise;
  - it is also recognised that most conflicts should be able to be resolved to the reasonable satisfaction of all concerned;
  - it is acknowledged that disputes may arise due to simple misunderstandings or communication not being as effective as it could be, and that problems may evaporate by simply communicating the problem directly to the person concerned.
  - conflict should be dealt with at an early stage and not left to smoulder on
  - conflict should be dealt with consciously and actively rather than swept under the carpet;
  - the process of resolving conflict can lead to creative growth in the organisation
  - complaints and grievances from people involved in the organisation should be raised and dealt with within the organisation as far as possible
  - efforts should be made to ensure that members of the public are protected at all times from the effects of the dispute
  - openness, honesty, confidentiality and equal respect for views of all parties are crucial for the successful resolution of conflicts

The Management Committee will appoint a Dispute Contact Person who is acceptable and accessible to everyone in the organisation. The role of the Dispute Contact Person will be to act as a point of contact for persons with a grievance or dispute.

1. *The dispute resolution process*
  1. A person with a grievance or dispute is encouraged to discuss the issue with the other person directly involved if they feel comfortable with this. They are encouraged to seek support from their supervisor, volunteer coordinator or the Dispute Contact Person with regard to this.
  2. If the person with a grievance or dispute does not feel comfortable in approaching the other person directly or if (s)he has spoken to the person

## Volunteer Policies and Procedures

directly and the complaint / difficulty continues, then the complainant should report the issue to their supervisor, volunteer coordinator or the Dispute Contact Person.

3. The supervisor, volunteer coordinator or Dispute Contact Person should endeavor to mediate the dispute by hearing the concerns of both parties and seeing whether an agreed resolution can be found.

4. If the supervisor, volunteer coordinator or Dispute Contact Person believes that the issue is of a sufficiently serious nature, (s)he can issue a verbal warning to one or both of the persons involved. The warning should include:  
A clear statement of the specific concerns  
The expectations regarding the resolution of the concerns  
The time within which the changes should be made.

5. If the grievance or conflict continues, the supervisor, volunteer coordinator, Dispute Contact Person or the person or persons in dispute should take it to the member of the management committee designated by that committee as Dispute Reference Person. The Dispute Reference Person can provide advice and support to the supervisor, volunteer coordinator or Dispute Contact Person to continue their efforts to mediate the conflict. Alternatively, (s)he can attempt to mediate the conflict directly herself or arrange for an external mediator.

6. If the grievance or conflict still continues, the Dispute Contact Person should, at this stage, inform the Management Committee about the dispute and the measures taken to attempt resolution. The Management Committee should initiate further procedures to resolve the conflict, which can include:-  
Issuing a written warning to one or both parties. The warning would include:  
A clear statement of the specific concerns  
The expectations regarding the resolution of the concerns  
The time within which the changes should be made.  
Arranging further mediation efforts with either internal or external mediators  
Reviewing policies or organisational matters that may be contributing to the continuation of the conflict  
Terminating the employment, placement or attachment of the person or persons involved.

### Anti Discrimination

It is NSCF's duty and commitment to ensure that there is no discrimination or harassment in the NSCF community and to provide equal opportunities for all people. Discrimination or harassment will not be tolerated under any circumstances and disciplinary action will be taken against any volunteer or staff member who breaches this policy.

Commonwealth and State laws also require all employers, managers and supervisors to treat fairly all their employees, volunteers and anyone who applies for a job with them.

NSCF's Objects of Association also specifically support the involvement of people with disability in the activities of the Farm.

Discrimination and harassment occur when a person is discriminated against or harassed because of their **race, colour, descent, national or ethnic origin**, as defined under the **Racial Discrimination Act 1975**, or because of their **sex, marital status or pregnancy** as defined under the **Sex Discrimination Act 1984**, or because of a **disability** as defined under the **Disability Discrimination Act 1992**. Unfair discrimination based on **age, industrial activity, sexual orientation, career status, physical features, political beliefs or activity or religious activity** is unlawful as covered in **Queensland's Anti-Discrimination Act 1991**.

NSCF notes that discrimination or harassment on of the grounds listed in the legislation listed above is against the law.

Any case of discrimination or harassment should be handled in accordance with the Dispute Resolution Procedures, as listed above.

### Sexual Harassment

All NSCF staff and volunteers have the right to work in a safe environment, free from any form of sexual harassment.

*"Sexual harassment is any unwanted, unwelcome or uninvited behaviour or a sexual nature which makes a person feel humiliated, intimidated, or offended. Sexual harassment can take many different forms and may include physical contact, verbal comments, jokes, propositions, the display of offensive material or other behaviour which creates a sexually hostile working environment."* (Human Rights and Equal Opportunity Commission)

*"Sexual harassment is not behaviour which is based on mutual attraction, friendship and respect. If the interaction is consensual, welcome and reciprocated, it is not sexual harassment."* (Human Rights and Equal Opportunity Commission.)

## Volunteer Policies and Procedures

A person can be harassed by a supervisor, manager, staff member, fellow volunteer or visitor. Harassment is not just unlawful during working hours or in the workplace itself. The behaviour is unlawful in any work-related context, including work functions, Christmas parties and field trips.

Harassment is against the law. Legal action can be taken against any employee or volunteer for harassment. NSCF can also be legally liable for harassment that occurs within its area or operations.

### Addressing Harassment: -

- If the person who feels they are being or have been harassed is able to confront the harasser directly, NSCF supports this informal action. This would be the first option.
- If confronting the harasser directly is not an option, the person can involve a third person they feel comfortable with (preferably their supervisor or volunteer coordinator) to address the complaint to the harasser in person.
- If the situation is still not adequately addressed, the next step is to file a complaint under the NSCF Dispute Resolution Procedures (as listed above).

Depending on the severity of the case, consequences for the harasser can include an apology, transfer, dismissal or other forms of disciplinary action.

## Occupational Health and Safety

Health and Safety is the responsibility of everyone at NSCF, whether they are a paid worker, employment program participant or volunteer.

The **Queensland Workplace Health and Safety Act (1985)** places an obligation on every person to ensure his or her own workplace health and safety and the workplace health and safety of others.

**NSCF's duties and responsibilities** in relation to Occupational Health and Safety are:

- To provide a safe working environment
- To arrange safe systems of work
- To provide and maintain safe equipment, including personal protective equipment
- To provide adequate information on hazards
- To provide training for all workers and volunteers in Occupational Health and Safety
- To appoint a Health and Safety Officer, who is responsible for coordinating occupational health and safety at NSCF.
- To have a first aid kit present on site.
- To provide a means for notifying hazards and to act promptly to remove or control hazards that are notified by workers and volunteers.
- To keep records of occupational injuries and illnesses.

**Workers and volunteers responsibilities** in relation to Occupational Health and Safety are:



## **Volunteer Policies and Procedures**

- To work in a safe manner and use all equipment safely.
- To not put at risk the safety of other workers, volunteers or visitors.
- To not use equipment unless trained in its safe use.
- To use personal protective equipment when necessary.
- To report any hazardous situations to the volunteer supervisor or Health and Safety Officer.
- To notify any injuries or illnesses sustained in the workplace to the volunteer supervisor or the Health and Safety Officer.
- To provide first aid to an injured co-worker.

### **Health and Safety and First Aid Officers**

The Health and Safety Officer is Richard Nielsen.  
The First Aid Officer is Dick Copeman.

### **Hazard and Incident Notification**

A folder marked "Safety" in the office contains copies of hazard notification forms and incident notification forms, as well as instruction sheets about potential hazards at NSCF and how to minimise the risks from those hazards..

When a potentially dangerous situation arises, the volunteer coordinator and safety officer are to be advised immediately.

All work-related accidents, sickness or injury, no matter how minor, should be reported to the Volunteer Coordinator and the first aid officer as soon as possible.

An accident report is to be filled out in full for all incidents of injury or work related illness promptly.

### **First Aid Kit**

A fully stocked First Aid Kit is located in the office. It is the responsibility of all to familiarise themselves with the location and contents of these kits The First Aid Officer will be responsible for the restocking of the kit after it has been used.

## **Communication System**

To ensure all volunteers feel valued and informed, and to enhance networking between volunteers, the following means of communication will be used:

- Notices posted on the volunteer notice board
- Articles and notices relevant to volunteers included in the NSCF newsletter.
- Volunteer coordinators are responsible for informing their volunteers of upcoming events and training programs, if necessary by distributing memos to the

## Volunteer Policies and Procedures

volunteers.

- The NSCF website, [www.northeaststreetcityfarm.org.au](http://www.northeaststreetcityfarm.org.au) contains information about forthcoming events

## Recognition of Volunteers' Contributions

NSCF will acknowledge and show appreciation for the work of volunteers in the following ways:

- Through arranging special social occasions for volunteers
- By dedicating a section of the NSCF newsletter to volunteers and their activities.
- By actively saying 'thank you' and using appreciative language.
- Through presentation of volunteer appreciation awards at each Annual General Meeting.
- By providing written references when requested.
- By offering extra training where possible.

It is not policy to reward volunteers with monetary payments. However, active and experienced volunteers may be encouraged to apply for funded positions when these become available.

## Program Evaluation and Review

NSCF believes that the volunteer program should be regularly evaluated and reviewed to ensure that the program remains useful and relevant to the overall needs and vision of the organisation, and to ensure that it adequately caters for the needs of the volunteers.

This process of evaluation should be ongoing and should also occur on annual dates specifically set aside. The review needs to be an active, enjoyable and creative process, involving as many people as possible, particularly key people involved with volunteers and the volunteers themselves.

As part of this on-going program of review and evaluation, the volunteer coordinator(s) will:

- keep in touch with the volunteers and invite them to give feedback on the program.
- conduct surveys to find out how the volunteers feel about the volunteer program and their experiences at NSCF.
- obtain feedback from the volunteer supervisors about the volunteer program and the views of the volunteers.
- attempt to obtain feedback from all volunteers who leave NSCF about their reasons for leaving and their impressions of their experience at NSCF (see Appendix 3).

## **Volunteer Training**

***APPENDIX 2***

***VOLUNTEER***

***ORIENTATION***

***MANUAL***

# *Volunteer Orientation Manual*

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## *Northey Street City Farm*

*A place for learning about living sustainably in the city*

**16 Victoria Street Windsor, Brisbane 4030**

# WELCOME

Welcome to Northey Street City Farm. We hope you find your time with us both educational, rewarding and fulfilling.

This manual is designed to provide you with information about city farm. How the farm runs, how you can be a part of the farm and what responsibilities we all have when working at City Farm.

Volunteers at NSCF assist in many ways, helping to support our vision through offering a wide variety of skills, qualities, ideas, talents, commitment and time.

NSCF values the involvement of volunteers and appreciates that volunteers offer a lot to the development, management and creative input of City Farm. City Farm is very grateful for your energy and nurture.

NSCF understands that people volunteer for many different reasons. We see that volunteering is a mutual exchange. We aim to offer you input as well as gain from your input. Ultimately, we see City Farm volunteers as people wanting to care for and celebrate the environment while building supportive community.

We hope you enjoy your experience at City Farm and we thank you for your time, creativity and hard work.

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# About Northey Street City Farm

## Our Vision...

We aim to create a working model of a co-operative, community based, urban permaculture farm which demonstrates, promotes, educates, celebrates and advocates for environmental and economic sustainability in a healthy, diverse and supportive community.



## NSCF History

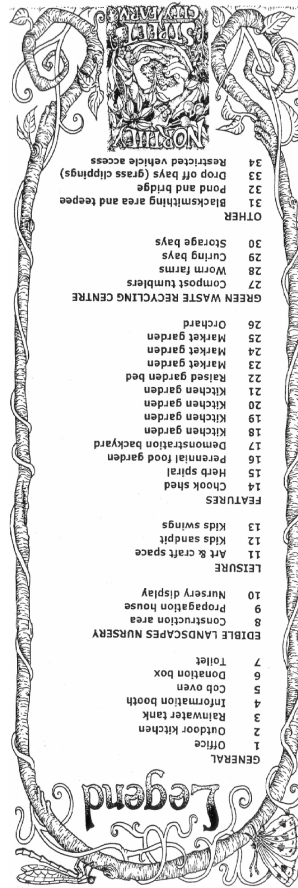
The seeds of Northey Street City Farm were sown when a small group of permaculture friends arranged a public meeting to gauge the interest from the local community in starting a City Farm. Over 100 people attended the meeting in November 1993 and from here a keen group worked with Brisbane City Council to find a piece of land to start City Farm. The council suggested the 4 hectare parkland on Northey Street which had been reclaimed from housing in 1974, after the big floods had famously consumed the houses. In May 1994 the first crops went in.

## NSCF Structure

NSCF is an Incorporated Not for Profit Association. City Farm is managed by a Management Committee and a Staff Collective. The Management Committee consists of 8 members who are elected at our Annual General Meeting. The Management Committee themselves are volunteers and must be members of the organisation. The Management Committee meet once a month. The Staff at NSCF meet weekly and co-ordinate projects at the Farm.

## Funding

NSCF gains income from a variety of sources including government grants for projects and philanthropic trusts. Funds are also raised through enterprises including the Nursery, Organic Market, Coffee Shop, Educational Workshops, Schools Program, Festivals and Fundraising Events.





**Membership**

Becoming a member of City Farm supports the ongoing development of NSCF vision. NSCF has over 100 members. By becoming a member you are also entitled to benefits including:

- Receive a quarterly newsletter packed with organic gardening tips and city farm news.
- Discounts to NSCF courses and workshops
- Become involved with NSCF Management Committee

Membership forms are available at the office and nursery.

**Programs and Projects**

City Farm operates a range of projects and programs that support the vision of the Farm. Some Programs like Work for the Dole have been ongoing for the past four years. WFD participants are involved in maintaining the vegetable gardens, orchards, infrastructure and undertake construction.

Community Job Plans are traineeship based Programs that offer 14 participants a 20 week job at City Farm to develop a specific project and undertake training in Horticulture and Permaculture. Past CJP projects have developed the nursery and Green Waste Recycling Centre, Organic Market Garden and Aquaculture and Orchards.

Additional Projects we are currently facilitating include:

- ‘New Farmers’ Volunteer Training Development
- ‘Food, Family and Culture’, supporting ethnic groups to get involved at City Farm
- ‘Cultivating Community’ supporting local schools to establish community gardens.

**Sub-Committees**

Sub-Committees are the small working groups of the NSCF Management Committee. Sub-Committees are formed when there is a need for more focussed thought and decision making required around areas of the farm. Currently there are 5 Sub-Committees that meet on a monthly basis (Check out the Organisational Mud map centrefold). If you would like to get involved with a Sub-Committee contact the Chair/Co-coordinator of the group through NSCF.

**Visioning and Site Design**

NSCF is designed using Permaculture Principles and Design techniques.

“Permaculture is the conscious design and maintenance of agriculturally productive ecosystems which have the diversity, stability and resilience of natural ecosystems.” Bill Mollison (1998), Permaculture: A Designers Manual, Tagari Publications.

Four Vision Meetings are held every year. These are open forums for any one interested to come express their ideas on the future direction of NSCF.

Site Design meetings are held more regularly, to work on design ideas for specific areas of the farm. These design groups are set up on a project by project basis. Check out the Site Design notice board near the office.

It is a great way to learn more about permaculture design and be involved in shaping the future of City Farm.

**Social Events at City Farm**

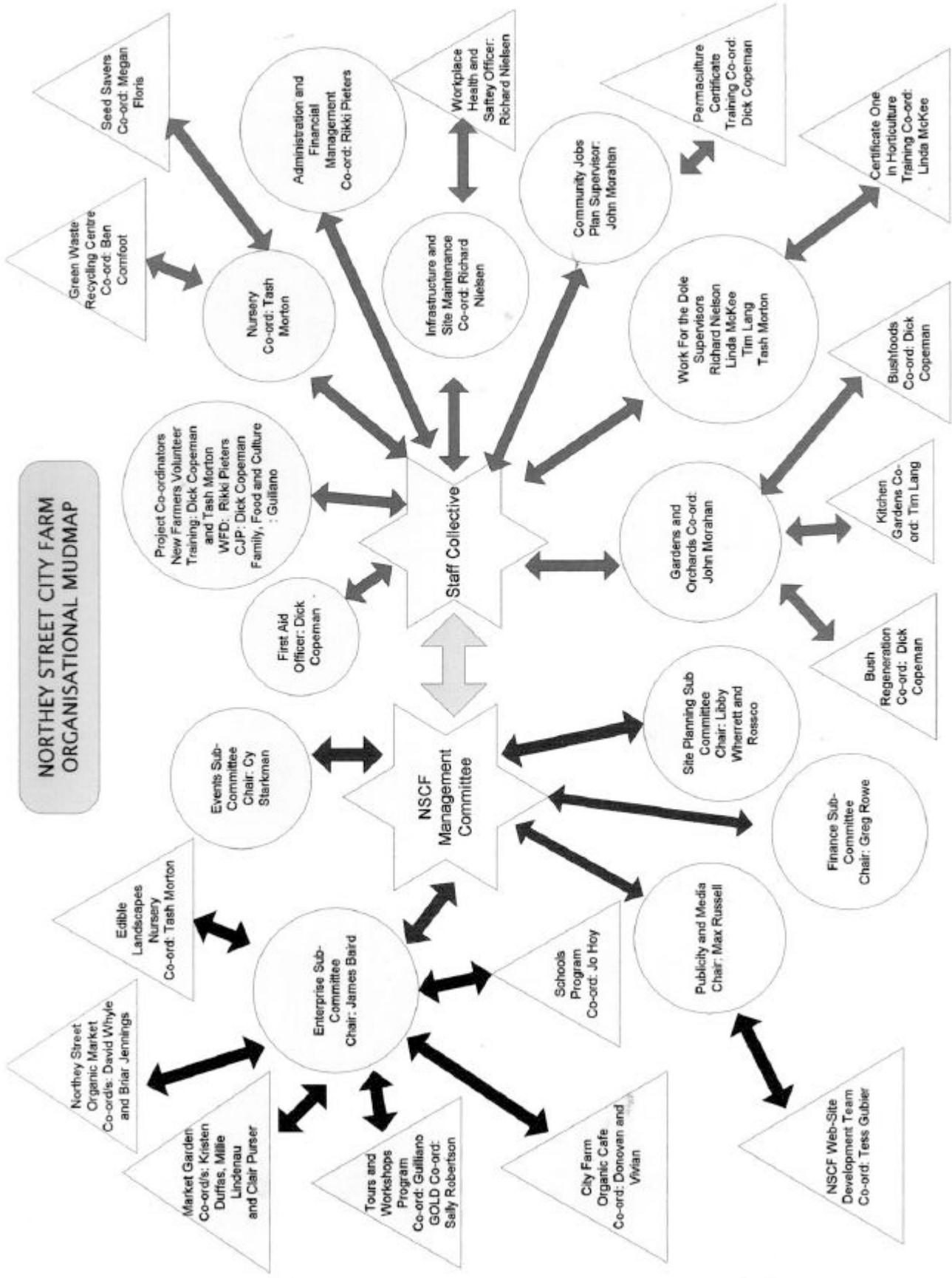
Celebration and the sharing of food and ideas have always been an important aspect of City Farm. We hold a range of events so keep your eyes on the newsletter and noticeboards for up and coming dates. Our regular annual events include:

- Summer Solstice Feast and Christmas Breakfast (Dec)
- Annual General Meeting and Volunteer Appreciation Awards (March)
- Autumn Equinox Bush tucker Festival (March)
- Winter Solstice Feast, Music and Fire (June)
- Spring Equinox Gardening Festival (September)



*Equinox are days of equal night and day Solstices are the longest and shortest days of the year*





## Workplace Health and Safety

Safety is everyone's responsibility. You will be provided with all the required safety gear for this work site and it is essential that you wear it. If you notice any unsafe situations or practices please notify your Volunteer Coordinator and/or NSCF's Safety Officer: Richard Nielson.

### Accidents

- Please report all accidents, sickness or injury, no matter how minor, to your Volunteer coordinator and first aid officer, Dick Copeman as soon as possible.
- An accident report is to be filled out in full for all incidents of injury or work related illness promptly.



### If injury or illness occurs **you should**:-

1. Check the extent of the injury and provide First Aid as required.
2. Remain calm and comfort the patient.
3. Call for the volunteer coordinator or other staff member on site and, if necessary, contact the ambulance and pass on the following information: the injured person's name, the nature of injury, location of patient, details of emergency treatment already given.
4. Wait with the patient until help arrives

### First Aid Kits

A fully stocked First Aid Kit is located in the office. It is the responsibility of all to familiarise themselves with the location and contents of these kits. The First Aid Officer will be responsible for the restocking of the kit after it has been used.

## Volunteering Program at NSCF

### NSCF Philosophy of volunteering

Northey Street City Farm belongs to the community in that it is a public resource that promotes environmental sustainability, social equity, cultural diversity and community participation.

Volunteers bring a range of skills, experience and enthusiasm for the values and activities that NSCF promotes. Volunteering at NSCF involves working together to fulfill these common goals.

NSCF values its volunteers and is committed to ensuring an enriching and enjoyable experience for them.

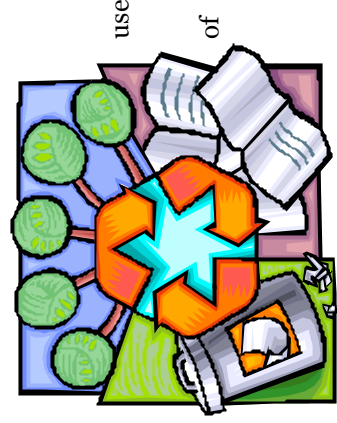
### NSCF Volunteer Mission Statement

NSCF aims to create opportunities for community members to participate, voluntarily, in activities that develop their skills, promote environmental sustainability and enhance the local community.

### Volunteer Policy and Procedures

NSCF has a Volunteer Policy and Procedures manual, which is available in the office for perusal by all volunteers.

It includes information about orientation procedures, training, rights and responsibilities of volunteers, occupational health and safety, dispute resolution, anti-discrimination and harassment, privacy, reimbursement of expenses, of motor vehicles, insurance, recognition of volunteer's contribution and the responsibilities of volunteer coordinators.



## Volunteer Opportunities

Check out the volunteer registration form to see the range of activities and times that you can get involved down at City Farm. At times we are also looking for volunteers to co-ordinate areas of the farm, see the Volunteer Noticeboard for new opportunities.

## Orientation and Training

Orientation sessions are held once a month for volunteers on the first Thursday of the month at 10.30am, following the NSCF Tour at 9-3.0am. Volunteer Training sessions are held four times a year on a range of topics including organic gardening and permaculture. Dates offered are on the Volunteer Noticeboard and in the newsletter. More specific on the job training is also offered in the areas you choose to volunteer.

## Registration and Volunteer Database

Details from the volunteer registration forms are entered onto NSCF Volunteer Database. This information is considered confidential and is only accessible by authorised people. Volunteer Co-ordinators may access this database when recruiting volunteers to help with activities. Your details will remain on the database until you ask us to remove them.

## Grievance Procedure

If you have any problems or issues that you are unable to resolve with the person, then you should speak to the Co-ordinator of your area. If this is not appropriate then speak to the Volunteer Program Co-ordinator/s. You may like to refer to the Volunteer Policy and Procedures document for clarification on certain issues.

## Lunch and cups of Tea!

Lunch is provided Monday to Friday at around 12.30pm for all volunteers. Lunch is prepared from 10.30am-12.30pm from food harvested fresh from the gardens. The bell is rung when it is ready. If you would like to help with lunch preparation meet around 10.30am in the kitchen.

Facilities are available in the kitchen for making tea. Herbal teas can be harvested from the gardens.

## Communication Channels

A noticeboard for volunteer communication is located near the office.

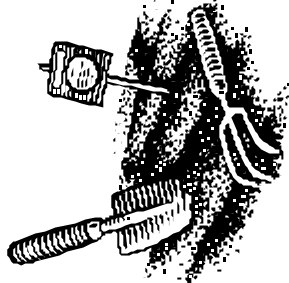
## Transport and Parking

Riding a bike is a great way to get to NSCF, bike paths will bring you from The Gap, Ashgrove, Red Hill, West End, Albion and more. Pick up a free Bike map from Brisbane City Council Customer Service Centres.

Lots of buses pass us, either on Northey Street or Bowen Bridge Road. Services from the city include 334, 335, 346, 370, 375 or 379. You can also catch a train to Windsor or Bowen Hills and walk. Car parking is available in the Park n Ride adjacent to NSCF.

## Belongings, Toilet, Telephone, Tools and Office Equipment

It is important to keep your *belongings* safe. NSCF is a busy place with many different groups of people visiting and working their daily. Personal lockers are available near the office and in the nursery. Bring your own padlock and key.



A *composting toilet* is available near the nursery. A second toilet is currently in development and will be located across the road near the Market Garden.

A *telephone* is available in the office for local calls. Please leave 25 cents in the jar provided.

*Tools* are located in either the garden shed or tools shed adjacent to the nursery. It is NSCF responsibility to provide volunteers with well maintained equipment. If you find that the tools required to do your job are inadequate, please talk to your supervisor.

A *computer, printer, internet and fax* are available for volunteer use in the office. One desk in the office is dedicated for volunteers and program participant's to use. To book this facility enter your name on the booking sheet. The office facilities are available between 8.30am – 3.30pm Monday to Friday.

### Support and Supervision

All volunteers have a supervisor and/or support team that offer training and guidance on the job. Refer to the centrefold organisational mud map to find out who co-ordinates your area.

### Volunteer Role Descriptions

All volunteer positions at City Farm have a role description that helps to define the roles and responsibilities specific to the job that you will be undertaking. During your volunteer orientation you will be provided with a copy relevant to the area you are working in. Copies are also available at the office.

### Insurance and Sign On Book

NSCF has Volunteer Insurance to cover our volunteers whilst working at City Farm and travelling to and from City Farm. It is important to sign in and out in the Volunteer Sign On Book each time you volunteer at City Farm. This is a record of your attendance if needed.

### Out of Pocket Expenses

Out of pocket expenses approved by your supervisor will be re-funded by NSCF. A copy of the receipt will be required.

### When you finish volunteering at NSCF

It would be great to hear from you when you finish volunteering at NSCF. Please take the time to fill out a feedback form available in the volunteer sign on folder. This helps us to learn what is working well and what areas we could improve.

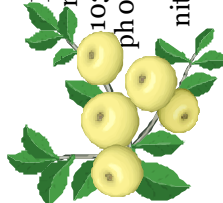
### Further Contacts of Local City Farms, Community Gardens and Permaculture Groups

Queensland Co-ordinators Radio Permaculture FM 101  
Tash Morton and Dick Copeman 10.30am on 2nd & 4th Tues  
Northey Street City Farm of month  
16 Victoria Ct Windsor 4030 ph 07 3879 1595  
Ph: 07 3857 8775  
nnorthey@bigpond.net.au

Beelarong Community Farm Darra Community Garden  
York St Morningside Brisbane 4170 ph 3344 6141  
Ph 0418 737 207

Caboulture Community Garden SANDBAG Community Garden  
35 Watt St, Caboulture Burnett Place, Sandgate  
ph 5499 0959 ph 07 3869 3244

Caloundra City Farm Permaculture Brisbane  
60 George St meet 3rd Monday of month  
Caloundra 4551 103 Mc Donald Rd, Albion  
Ph 5493 1075 ph 0500 889 7 77



Kyabra Street Community Garden Spiral Community  
Hub/Garden  
PO Box 1103 Sunnybank Hills 4109 192 Boundary St West End 4101  
Ph 07 3373 9444 07 3844 7733

### Other Interesting organisation's Websites

Australian City Farms and Community Gardens Network:  
[www.magna.com.au/~pacedge/garden](http://www.magna.com.au/~pacedge/garden)  
Listing of Community Gardens in Australia: [www.communityfoods.com.au](http://www.communityfoods.com.au)  
Brisbane Organic Growers: [www.bog.erup.com.au](http://www.bog.erup.com.au)  
CERES Community Environmental Park: [www.ceres.org.au](http://www.ceres.org.au)  
Seed Savers Network Australia: [www.seedsavers.net](http://www.seedsavers.net)  
Willing Workers on Organic Farms (WWOOF): [www.woof.com.au](http://www.woof.com.au)  
The American Community Garden Association: [www.communitygarden.org](http://www.communitygarden.org)  
Federation of City Farms and Community Gardens UK: [www.farmgarden.org.uk](http://www.farmgarden.org.uk)

## Appendix 3 Volunteer Events and Training Calendar

Northey Street City Farm

### Volunteer Events and Training Calendar 2004

Month	Event	Training Opportunities
January		8th Volunteer Orientation (9.30am-11.30am)
February	24th Launch of New Farmers Volunteer Training Manual 11am	5th Volunteer Orientation (9.30am-11.30am) 17th Volunteer Training in Garden design, What is Permaculture, Tour Guide/ Plant ID (9.30am-3.30pm) 13th Volunteer Co-ordinator's Support Meeting (1pm-2pm)
March	8th International Women's Day Breakfast 7am start 20th Autumn Equinox Bushtucker Feast	4th Volunteer Orientation (9.30am-11.30am)
April	? AGM and Volunteer Appreciation Awards 2nd-4th ABC Garden Show Stall	1st Volunteer Orientation (9.30am-11.30am) 22nd/23rd Volunteer Co-ordinator Training (9.30am-3.30pm)
May	?? 10 year Anniversary Party for NSCF	6th Volunteer Orientation (9.30am-11.30am) 14th Volunteer Co-ordinator's Support Meeting (1pm-2pm) 18th Volunteer Training in Tree Care, Basic Carpentry and Vegetable gardening (9.30am-3.30pm)
June	20th Winter Solstice Feast and Fire	3rd Volunteer Orientation (9.30am-11.30am)
July		1st Volunteer Orientation (9.30am-11.30am)
August		5th Volunteer Orientation (9.30am-11.30am) 13th Volunteer Co-ordinator's Support Meeting (1pm-2pm) 18th Volunteer Training in Green Waste Recycling, Bushfoods and Chicken Management (9.30am-3.30pm)
September		2nd Volunteer Orientation (9.30am-11.30am)
October	?? Multicultural Harvest Festival	7th Volunteer Orientation (9.30am-11.30am) 18th/19th/20th Train the Trainer (9.30am-3.30pm)
November		4th Volunteer Orientation (9.30am-11.30am) 12th Volunteer Co-ordinator's Support Meeting (1pm-2pm) 19th Volunteer Training in Propagation, Organic Pest Control and Administration (9.30am-3.30pm)
December	19th Pre-Solstice Christmas Breakfast	2nd Volunteer Orientation (9.30am-11.30am)

# Appendix 4 NSCF Volunteer Registration

## NSCF VOLUNTEER REGISTRATION

Name:..... Gender: M F Date ... / ... / ...

Address:.....

Home phone:..... Work / mobile:.....

Email:..... Date of Birth .... / .... / ....

Cultural background .....

Any health or physical information? .....

.....

In case of emergency, please notify ..... Phone .....



### What days/times are you available?

Days	Times
Mon	
Tue	
Wed	
Thurs	
Fri	
Sat	
Sun	

### When do you want to participate?

- regularly....
- once or more a week
- once a fortnight
- once a month
- when needed



### What would you like to participate in at NSCF? (tick appropriate box(es))

#### Organic market gardening

- Mon 6am to 10am
- Wed 5am to 9am
- Fri 3pm to 7pm
- Sat 4.30am-11am

#### Cultural Gardening

- Tues 9am to 4pm
- Thurs 9am to 4pm
- Sat 10am to 1pm

#### Kitchen Gardens

- Tues 9am to 4pm
- Wed 9am to 4pm
- Thurs 9am to 4pm

#### Nursery work

- Fri 9am to 12:30pm
- Sat 7am to 10 am

#### Other activities (times by arrangement)

- Construction  Tour guide Thurs 9:30 to 11am
- School group tutor
- Office/administration
- Promotion and marketing
- Organising events
- Food preparation Mon-Fri 10:30am to 12:30pm
- Bush regeneration Every Third Sunday of the Month
- Arts Projects
- Others .....

#### Bush tucker

- Wed 9am to 12:30pm

#### Green waste recycling

- Wed 8:30am to 12:30pm

#### Coffee shop

- Sat 7am to 11am

#### Chooks

- Mon 8:30am to 9:30am
- Tues 8:30am to 9:30am

Please turn over page.

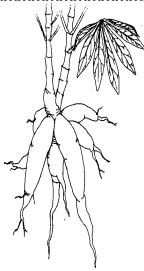
## Appendix 4 NSCF Volunteer Registration

What are your reasons for volunteering?

.....  
.....  
.....

What do you want to gain from volunteering at NSCF?

.....  
.....  
.....



What skills/knowledge could you contribute through volunteering?

.....  
.....  
.....

Volunteers are encouraged to become members of the Northey Street City Farm Association Inc.

Membership allows you to attend and vote at general meetings of the Association, which is the body that is responsible for running City Farm.

Membership costs \$11 per year for unwaged, \$22 for waged and \$33 for a family.

Would you like to join?

**Yes**

*Line drawings by Malindi Morris*

Ask for membership form in office .



## Appendix 5 Volunteer Feedback Form

# Volunteer Feedback Form

Northey Street City Farm

What activities were you mostly involved in at NSCF?  
(ie nursery, market garden)

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What skills did you gain from being involved in NSCF?

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---

What other experiences did you gain from being involved as a volunteer at NSCF?

---

---

---

How could NSCF improve the experience for volunteers?

With facilities \_\_\_\_\_

\_\_\_\_\_

Training \_\_\_\_\_

\_\_\_\_\_

Orientation \_\_\_\_\_

\_\_\_\_\_

Socially \_\_\_\_\_

\_\_\_\_\_

Did you find the supervision and on the job training sufficient?

---

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---

Were there aspects of the farm you would like to have got involved in but didn't know how?

---

---

What are your reasons for leaving your volunteer role at NSCF?

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Thankyou for taking the time to complete this form, your feedback is valuable in helping us to improve the experience we offer at City Farm for volunteers.

Please hand this form in at the office when completed or post to Northey Street City Farm, 16 Victoria St Windsor 4030.



### Bibliography and References

Allan, Jack (2002) *Organic Guide to Composting, Seeing Green*, Ferny Hills, Queensland.

Boston Natural Areas Network (2003 Edition) *Master Urban Gardener Manual*, Boston, USA. ([www.BostonNatural.org](http://www.BostonNatural.org))

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Llewellyn, Richard (editor) (1995) *The Good Bug Book 2nd Edition*, Australasian Biological Control Inc, Department of Primary Industries, Queensland.

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Noble, Joy and Rogers, Louise (1998) *Volunteer Management: The Essential Guide*, Volunteering South Australia, Adelaide.

Wilson, Eric (1999) *Worm Farm Management*, Kangaroo Press, Roseville, NSW.

Woodrow, Linda (1996) *The Permaculture Home Garden*, Penguin Books, Victoria, Australia.



