



TEACHING & CHILDCARE

Supporting young learners through
presence, care & consistency

WHERE CARE

SHAPES CONFIDENCE

The Teaching & Childcare Volunteering programme supports Food Forest School and early learning spaces in Katambora, where children arrive each day with curiosity, imagination and resilience, but not always with consistent support.

The programme exists to strengthen something foundational: the sense that children are seen, safe and valued. That they matter. That their voice matters. That learning can be joyful rather than pressured.

Volunteers step gently into the rhythm of the school day, supporting teachers and caregivers rather than replacing them. The intention is not to impose external systems, but to contribute warmth, stability and additional capacity within existing community-led education.


This work is relational rather than technical. It is shaped by attention more than expertise. Children respond less to credentials and more to consistency: to adults who arrive when they say they will, who listen without rushing, who celebrate small wins, and who hold space calmly when things feel difficult.

Over time, those small moments compound.

Confidence grows.

Trust deepens.

Learning begins to feel safer again.



"I came to Katambora thinking I would simply volunteer on a farm. What I found was a community that felt like family and a project that felt like the future. Every morning I woke up to the river, the trees, and a sense of purpose I've never experienced before. Working with the team, planting trees, teaching the kids... it changed me. I left more grounded, more hopeful, and more connected to nature and myself."

- Lille E (USA)



WHY THIS WORK MATTERS

Children thrive when they feel safe, seen and supported. When those foundations are unstable, learning becomes harder. Confidence becomes fragile. Curiosity begins to shrink.

This programme exists to strengthen those foundations gently and consistently.

Volunteers do not arrive to “fix” education. They arrive to support the emotional and relational environment in which learning becomes possible. Often it is the smallest moments that matter most: sitting beside a child as they sound out a word, offering encouragement when frustration rises, noticing the quiet child who has gone unseen all day.

Over time, something begins to shift. Children begin to trust. They begin to try. They begin to believe that they are capable.

The impact of this work is rarely loud.
But it is deeply formative.

Consistent care nurtures emotional safety, builds confidence to try, brings joy back into learning, strengthens the rhythm of the classroom, and creates a genuine sense of belonging.

HOW VOLUNTEERS CONTRIBUTE

There is no single “role” here. Needs change week to week, classroom to classroom, child to child. Volunteers are placed according to experience, comfort and the priorities of the school.

Some volunteers support literacy and numeracy activities.

Some assist with early childhood routines and care.

Some lead creative sessions such as art, storytelling, music or play-based learning.

Some offer one-on-one support to children who need extra patience and attention.

What matters most is not perfection in teaching.

What matters most is presence.

Children respond to adults who are calm, consistent and kind. To people who notice them. To people who take the time to listen. To people who remain patient when learning feels hard.

Those moments shape far more than academic outcomes.

They shape self-belief.



LIFE AT THE

FOOD FOREST SCHOOL

Volunteers supporting the school live on or near the island at Katambora, surrounded by water, trees and open sky. Life here feels grounded, spacious and calm. Days begin with birdsong, children arriving at the school, and the gentle rhythm of community life.

Time is spent in classrooms, outdoor learning spaces and shared areas, supporting children through the natural flow of the school day. There is room for connection, conversation, creativity and reflection alongside the work itself.

Meals are shared communally and prepared using local produce wherever possible. Food is nourishing, seasonal and generous, and mealtimes quickly become one of the most meaningful parts of the experience, a place where relationships deepen and stories unfold.

Volunteers are supported throughout their stay. Orientation is provided on arrival, expectations are discussed clearly in advance, and there is always local guidance on hand. You are welcomed into an existing community, not left to navigate it alone.

Most placements run for one to two weeks, with timing and length shaped collaboratively to suit both the school's needs and the volunteer's availability.



AN INVITATION TO SHOW UP WITH CARE, PATIENCE, PRESENCE

This programme tends to resonate most with people who feel genuinely drawn to support children with warmth, consistency and emotional maturity. Those who understand that meaningful care is not about performance, but about showing up again and again with steadiness and respect.

You do not need to be a perfect teacher.

You do need to be attentive, patient and grounded.

We are careful about who enters this space because relationships with children matter deeply. Trust is built slowly here, and it is protected with care.

If this feels aligned, we welcome the conversation.

Every placement is discussed individually to ensure it serves both the children and the volunteer well.

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