



**St Robert's**  
**Newtown**

# Parent Volunteers Briefings 2020

Session 1: Tuesday 13th February - 9:15am

Session 2: Thursday 20th February - 3:35pm

**All parents are highly encouraged to attend any one of the opportunities provided. Attendance is compulsory if you are considering being parent volunteer.**

**Being a parent volunteer is valid for 2 years - This will be replaced with an annual confidentiality statement**



## ***Our shared mission***

***Everything we do is about building optimistic, resilient young people of faith, ready to be effective members of community, contributing to and enriching the world around them.***

## Wellbeing in Catholic school communities

*'The mission, and privilege, of the Catholic school is to build a community where authentic relationships based on love provide the means and the support for all students to flourish and grow into the fullness of life'.*

# You are very welcome here...

You can play an important role in supporting the learning programs we offer for our students.

We understand that parents are very busy and we value any time that you are willing to spend at school.

Whilst we appreciate the help in the classroom there are a variety of tasks that can be done either outside of the classroom or at home that are of equal benefit to the staff and children.

Parent helpers are asked to remember that their presence in their child's classroom may cause adverse reactions. If you have any concerns talk with the class teacher.

# Child Safety Standards 2016

All schools, sectors and systems must work to develop an environment that eliminates the risk of any form of abuse occurring within its setting.

To be compliant under Child Safe Standards 1, 3 & 4 we must ask all volunteers to have a current working with Children Check. This can be arranged at no cost to you by submitting an application online at <http://www.workingwithchildren.vic.gov.au>

We must collect 'proof of identity', eg. Victorian driver's licence or passport.

Present your card and fill in a Volunteer Application Form as well as read and sign a code of conduct and a Volunteer Duty Statement.

## ***Implications for Volunteer Programs***

- ***We continue to welcome and value those who volunteer at St. Robert's across a wide range of areas and activities: junior classroom helpers in literacy and mathematics, excursion supervisors, swimming program, book clubs, crafts, sport events, etc.***
- ***We must also provide each volunteer with a 'job description'.***

# **Concept of a 'Child Safe Environment'**

- All schools, sectors and systems, must work to develop/further develop an environment that eliminates the risk of any form of abuse occurring or originating within its setting or settings, including excursions, camps, events, activities, after school coaching, teams, online, etc.*
- All schools, sectors and systems, to develop/further develop the capacity to recognise and respond to any form of child abuse that occurs to the children in its care.*
- All schools, sectors and systems, to empower children by developing/furthering developing awareness and capacity for recognising and responding to risks and abuse.*

**Standard 1: Strategies to embed an organisational culture of child safety**

**Standard 3: An adult code of conduct for all staff members, volunteers and contractors.**

**Standard 4: School staff selection, supervision and management practices for a child-safe environment.**

# Anaphylaxis and Asthma

Volunteers simply need to be aware of children who have allergies, in particular anaphylaxis and Asthma

Just chat with the class teacher

# What does being a classroom helper mean?

- **Assisting in the classroom under the direction of the classroom teacher by:**

working with small groups of children

providing a role model for learning

Keeping children on task whilst the teacher works with a focus group.

your willingness to assist in classroom activities shows your child the keen interest you share in their learning which motivates them to be successful learners

# Parent Helpers - Your Roles

- Support and encourage children by praising their efforts
- Demonstrate and model appropriately
- Encourage children to work quietly and remain on task
- Ask open ended questions
- Ensure turn taking
- Model social courtesies
- Prepare for reporting back



# Helping in the classroom

You may be asked to support the children with:

- letter/word/sentence games
- Phonics games or groups
- Reader's theatre
- Reading together (library corner)
- Maths Games /small group tasks
- Word hunts / Listening post
- Problem solving / maths puzzles
- Selecting take home reading books
- Computer/iPad games



# What other issues should be kept in mind when helping in the classroom?

- Beware of making judgements

All children can learn

Children learn at different rates & have different learning needs

- Maintain confidentiality

- The privacy of both parents & children must be respected at all times.
- Do not mention the names of children or teachers with whom you are working in front of your own children or other parents.

# How do we learn?

*Think about the last thing you learnt to do.*

*What helped you to learn this new skill?*

# What do we need in order to learn?

- A reason to learn
- To be actively involved
- Demonstration & modelling
- Activity based learning (doing)
- Opportunities for repetition & reinforcement
- Opportunities for practicing
- Efforts to be praised



As your child's first teacher you have already taught them to speak & listen by:

- Expecting them to speak
- Providing models of how spoken language works
- Demonstrating how to listen
- Supporting their attempts with praise

You can support children in class & at home:

- Asking open ended questions
- Pausing & waiting for answers
- Giving prompts
- Rephrasing while supporting attempts
- Being an active listener
- Offering praise

# Children will learn to read but first they need to....

**Rhyme** - They need to recognise the sounds that letters make before they can read

**Look at books** - They need to know books have words and pictures.  
**Track** - They need to follow objects with my eyes to read.

**Talk** - They need an extensive vocabulary to understand what they read.

**Do puzzles** - They need to differentiate size, shape, lines and directions to be able to read.

**Build** - They need to use fingers and hands independently to hold books and to turn pages.

# 3P'S-PAUSE, PROMPT, PRAISE

**PAUSE:** Before responding it is important that classroom helpers first wait, giving the child time to try and work out what they want to say for themselves (10 secs is ideal)

**PROMPT:** Encourage the child to think further by asking an open-ended question to further invoke a response. *So what do you think..?*

**PRAISE:** At all times it is important that the children are praised and encouraged for their efforts. The support and encouragement provided through classroom helpers' praise will greatly assist children's development. Try comments like: *I like the way you.....That's really great how you.... You must have been practising....You answered that really well you must have...*

# What is Reading?

What is the last thing you read?

What do you do when you read....

- newspapers
- magazines
- novels,
- T.V. Guides
- instruction manuals or recipes
- on the IPAD
- texts messages
- emails
- tweets
- Facebook posts



# Reading is for life?

- **Oral language development** - begins in the pre-school period
- **Phonological awareness** - sounds and sound patterns
- **Fluency** - flowing reading
  - accuracy in word decoding
  - processing through practice, persistence and patience
  - develop an ability to use (modulate voice) and use expression when reading aloud
- **Vocabulary** - Our words
- **Comprehension** - understanding what is read and understood
  - recalling facts, inferring concluding, predicting, finding the main idea

**GAIN MEANING**

# Put Yourself in their Shoes..

## What helps children to read...

- Pictures
- Repetitive structure
- Background knowledge
- Letters and sounds you know



# The Best Ways to Help our Children Learn to Read

- Read Aloud
- Supporting Home/Classroom Reading
  - Before
  - During
  - After

# Before

We introduce the title.

Talk about what we see on the front cover.

Make predictions

Relate to self

Do a picture walk ensure you use some of the vocab that the children will read in the book.

TO (you read) WITH (page by page or together) BY (child reads) this is a very supportive framework for early readers.

# During

While listening to children read:

- Ensure that they hold the book & turn the pages
- Encourage use of finger to begin with
- When a child has consistent control encourage them to track with eyes only
- Encourage a child to make the reading sound like talking
- If a child stops:
  - **PAUSE** (count to 3 slowly)
  - **PROMPT** - Ask one of these:

What would make sense? (M)

What would sound right? (S)

What would look right? (V.I)

If your child still doesn't know tell them & keep going

- **PRAISE** "I like the way you....."

# After

Praise their efforts

Re read a favourite page

Ask about beginning middle and end ideas from the story

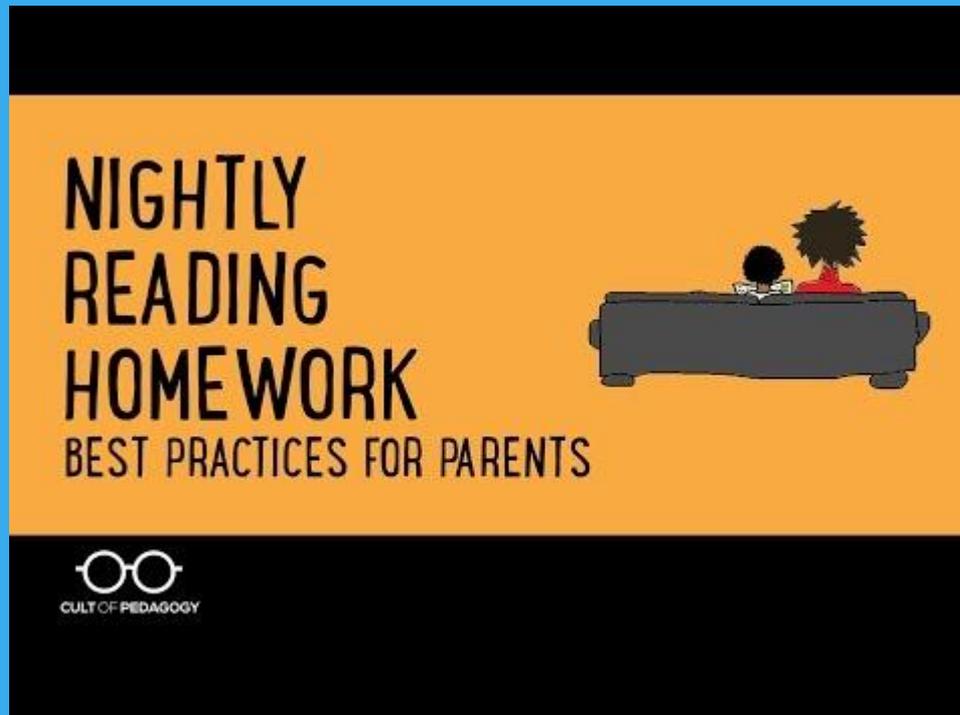
Ask your child to find the page where.....

Talk about long words, short words, letters, words they know ,upper and lower case letters and highlight spaces between the words.

Be a critic: Did you like the book. Why/Why not?

Talk about an alternative ending

Let's see what home reading could look like...



# Children will learn to write but first they need to.....

**Build** - They need to use my fingers independently

**Climb** - They need strong arm and body muscles to sit up and write

**Manipulate** - Use paintbrushes, chunky crayons, pencils and pens.

**Scribble and draw** - by making marks and shapes to convey message that will help them to write.

**Imagine** - by making up stories as they play or draw or paint to help them to write stories.

# The Writing Process

## Discuss the last piece of writing you did

- Why did you write it?
- Who was it for?
- What form did it take?
- Was it neat?
- Was it spelt correctly?
- How important was accurate spelling on this occasion?



**Mathematics** Family participation in learning numeracy skills is one of the most accurate predictors of a child's success in school and beyond

- Asks questions that promote investigation, curiosity and mathematical reasoning
- daily counting activities - place value
- problem solving tasks and playing games
- Individual, partner and collaborative
- Using cards
- measuring activities
- handling money
- Understanding fractions and decimals

Congratulations on behalf of all  
our children and teachers.

Finally and  
most  
importantly

HAVE FUN!



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