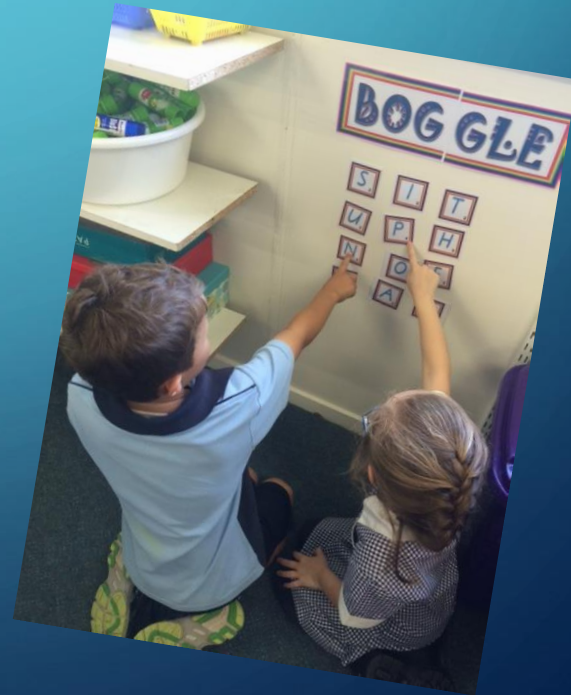


# IVANHOE PRIMARY SCHOOL CLASSROOM HELPERS PROGRAM 2021 / 2022



# CLASSROOM HELPER TRAINING

- Thank you for offering to be a classroom helper
- Please read through the following slides to familiarise yourself with protocols and expectations
- We are looking forward to having families and carers back in the classroom 😊



# EXPECTATIONS IN THE CLASSROOM

SUPPORT THE TEACHERS PROGRAM IN THE FOLLOWING WAYS:

- Respect different learning styles and individual needs
- Understand that students progress at different rates
- Encourage students by praising their efforts
- Demonstrating tasks - take your time and go step by step
- Use clear and appropriate language



# EXPECTATIONS IN THE CLASSROOM CONTINUED

- Ask the classroom teacher for help if you are not sure
- Encourage students to remain on task and focused
- Explain your role as a classroom helper to your child prior to commencing
- Assist students within designated groups or as individuals
- Check with the teacher as to whether they would like you to correct the students' work





# STUDENTS BEHAVIOUR IN THE CLASSROOM

- Children are expected to show classroom helpers the same respect as they do teachers. As such, there may be times when you feel it necessary to speak to children about their behaviour (for example, if the child is being disruptive in a group). A gentle reminder of appropriate behaviour is perfectly acceptable. If this does not work, please seek guidance from the teacher.
- Take your lead from the classroom teacher with regards to noise level



# SHHH...

The privacy of parents, teachers and students needs to be respected at all times.

Information and observations of students are to be kept confidential.

If you have any concerns or questions speak to the class teacher.



# EAL STUDENTS

EAL (English as an Additional Language) students are students who speak a language other than English at home.

There are many students at Ivanhoe who are classified as EAL students. Some will have acquired some language skills, however, some students may arrive with no English at all.

A parent helper may be asked to work with an EAL student.



# WAYS YOU CAN SUPPORT LANGUAGE DEVELOPMENT

- Model correct English language use
- Praise students for communication attempts
- Giving visual clues and gestures
- Rephrase the child's language attempts to model correct English language





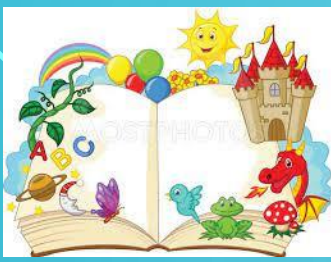


# SPEAKING AND LISTENING

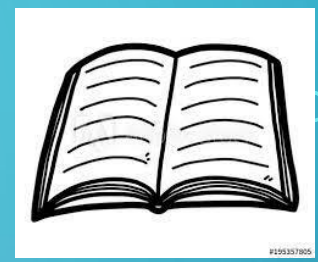
What can you do?

- Ask open ended questions
- Pause and wait for answers
- Give prompts or clues
- Rephrase while supporting the attempt
- Lead by example
- Be an active listener: body language, taking turns, eye to eye contact, responding positively
- Encourage students





# READ WRITE INC



Students in the early years participate in the Read Write Inc Phonics Program (RWI).

*Read Write Inc. Phonics* is a whole-school approach to teaching literacy for 4 to 9 year olds that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting, using engaging partner work and drama.

Students participate in multiple RWI sessions each week at a designated time.

# SUCCESSFUL READERS HAVE AN AWARENESS OF...

Structure - knowledge of how language is spoken - making sentences, knowledge of punctuation, sequencing of ideas and events.

Visual information- knowledge of letters and sounds and how they are represented in print - using word shapes, picture cues and letters/words.

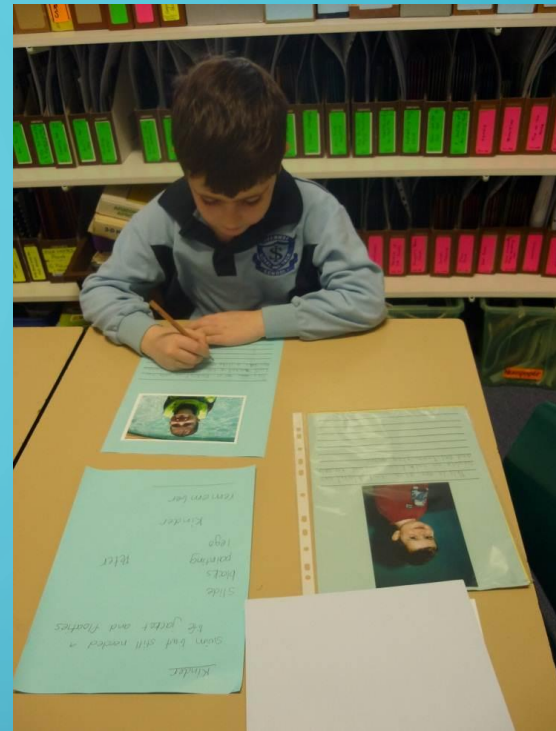


Meaning - using previous experiences and understanding of the topic - using prior knowledge to help make sense of text.

# WRITING

A writer needs:

- A reason to write
- Someone to write to
- Confidence to “have a go”
- To know when neatness and spelling are important and when to use initiative and imagination
- To feel able to express him/herself freely
- Exposure to a variety of writing forms - letters, notes, lists, e-mails, stories, lyrics.
- Engage in feedback of a looped nature.





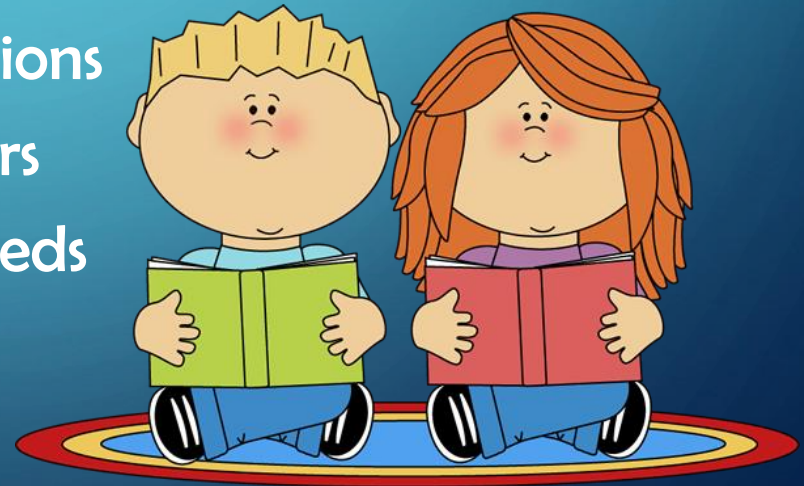
# THINGS YOU MIGHT SEE DURING LITERACY SESSIONS

- Use of the interactive whiteboard for whole class instruction.
- Modelling a big book.
- Guided reading groups
- Following written instructions
- Reading signs
- Library sessions
- Independent/Buddy reading
- Following a recipe
- Working with words
- Sequencing tasks
- Reader's theatre
- Use of laptop computers
- Use of the iPads



# OTHER CURRICULUM AREAS

- At times parents and carers may be asked to support lessons from other curriculum areas including Mathematics, Digital Learning, Integrated Students (Science, Geography, History) and SEL (Social and Emotional Learning)
- Your role during these sessions will depend on the teachers discretion based on the needs of the class.



# GENERAL REMINDERS

- Ensure the office has a copy of your Working With Children Card
- Sign in at the office before going to the classroom
- Switch phones on silent or turn off
- Try to be on time to the sessions so as not to miss vital instructions
- Hot drinks are **not** allowed in the classroom



# GENERAL REMINDERS

- Remind your child that you are coming in to help the teacher. It is unlikely that you will be working with your child so please make sure they are aware of this. Although your child may want to sit with you (in particular, on your lap), this is really not appropriate.
- No toddlers will be able to attend the parent helper sessions.





# OKAY... SO WHAT NOW?

When? Starting Term 3 2021

Where? In your child's classroom.



Time? To be confirmed by classroom teachers

**Stay tuned for a Parent Helper schedule to be distributed by the classroom teacher.**

# THANK YOU FOR YOUR TIME

QUESTIONS???

Ring the office on 9499 1880 or contact your  
child's teacher. 😊

