Parent/Carer Helper Training 2024

Welcome and
Thank You
for Your Support!

Parent/Carer Helper Training 2024

- Being a helper
- Speaking and listening
- Reading is…
- Helping with reading
- Spelling and writing
- Maths
- Other areas of the curriculum

Being a Parent/Carer Helper…

Why are we here?

- To explore how children learn
- To explore the role of parent/carer helpers
- To learn about and discuss ways that parent/carer helpers can help with the development of various literacy and numeracy skills, especially reading

Learning

All children need:

- A reason to learn
- To be actively involved
- Demonstration and modelling
- Activity based learning
- Opportunities for repetition and reinforcement
- Opportunities for practising
- Efforts to be praised

Being a Parent/Carer Helper…

What does being a parent/ carer helper mean?

Assisting in the classroom or with programs under the direction of the classroom teacher by:

- Working with individual students or small groups of students
- Providing a role model for learning
- Being a valued member of the school community:
- Your support will ensure that children remain on task while the teacher is working with other groups

Being a Parent/Carer Helper…

How can you help literacy in the early years?

- Encourage children to work quietly and remain on task (keeping noise to a minimum)
- Demonstrate and model appropriately
- Ask for help when you are not sure
- Support and encourage children in their learning by giving them positive feedback regarding their learning, learning behaviours and efforts.
- Encourage all children to do THEIR best.

Being a Classroom Helper…

What other issues should be kept in mind when helping in classrooms?

Beware of making judgements

- ALL children can learn
- Children learn at different rates and have different learning needs

We Give Our Best To Be Our Best!

Confidentiality

- The privacy of both parents and children must be respected at all times
- Do not mention the names of children or teachers with whom you are working with in front of your own children, other parents or especially on social media.
- Children can be easily hurt by apparently harmless remarks from their peers or other children

Code of Conduct

Volunteers are expected to follow the Parent/Carer Helpers code of conduct which includes:

- Treating all information about students with confidentiality
- Refraining from commenting about teachers and students in person or on social media
- Viewing the Parent/Carers' Helper Training Session

We have an IKPS Parent/Carer Helper agreement that all volunteers are required to sign before assisting in the classroom or with programs. (see website or collect from foyer or teacher and hand to teacher)

Mutual Respect

So that your assistance is of mutual benefit to teachers, students and yourself…

- If either party feels the relationship is not working then be open and discuss it
- If your assistance is not proving beneficial for your own child when you are helping or leaving, then the assistance needs to be reviewed with the teacher

Mutual Respect

- Classroom helping does not work well for babies and toddlers. It would be preferred that toddlers and babies don't attend as they can be distracting to the other students.
- The teacher will contact you as soon as possible of any schedule changes

(Unfortunately these can be last minute but we will do our best)

Speaking and Listening

At Home:

- Having conversations with your child
- Expecting the child to speak
- Providing models of how spoken language works
- Demonstrating how to listen
- Supporting their attempts with praise

Speaking and Listening

In the Classroom:

- Open ended questions
- Pausing and waiting for answers
- Giving prompts
- Rephrasing while supporting the attempt
- Being an active listener
- Offering praise

Reading

What is reading?

What do you do when you read?

What do you read?

- Newspapers
- Magazines
- Novels
- TV guides

Reading

When we read we might:

- Skim over the text
- Look at the print
- Gain information
- Look at the pictures
- Use our imaginations
- Understand the message

Successful Reading

Successful readers use a range of information to make meaning:

- Knowledge of how our language is spoken (structure).
- Previous experience and understanding of the topic (meaning).
- Knowledge of letters and sounds and how they are represented in print (visual information).

Successful readers:

- Expect what they read to make sense.
- Predict what is to come based on their understanding of the content, knowledge of language and the information contained in the print.

Constructing Meaning

- When we (and the students) read it is essential that we aim to construct meaning.
- The purpose of reading is to gain and understand the author's message.
- Reading is not merely sounding out words.
- There are multiple ways to work out unknown words.
- There are essential skills that we need.
- In the Early Years, we need to use open ended questions to gauge a student's level of comprehension.

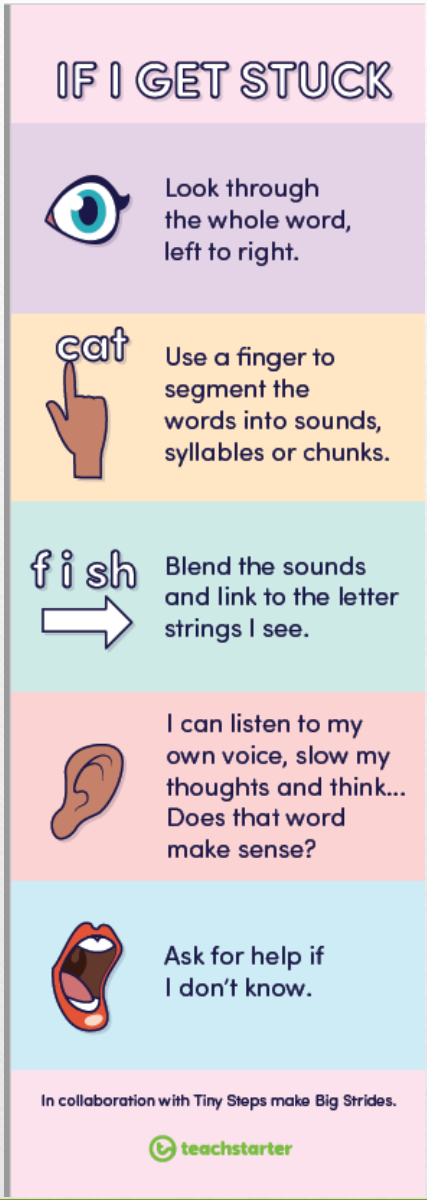
Reading

Solve Words:
Strategies for reading and understanding words.

Reading

Monitor and Correct:
Check on accuracy and understanding, and work to self-correct errors.

Summarise:
Remember important information.



Reading Aloud

When reading aloud it is important to:

- Read fluently – read at a good rate with phrasing and pausing.
- Read with expression – appropriate stress and a voice that matches what is happening in the story.
- Read confidently, so that people listening can hear you.
- Make it an enjoyable experience.

Comprehension

- **Predict:** Think about what might happen next.
- **Make Connections:** Connect the text to personal and world knowledge as well as to other texts.
- **Infer:** Think about what the writer means, but has not stated.
- **Synthesise:** Adjust present understandings to accommodate new knowledge.
- **Retell:** Retell the story sequentially, including details.

Reading Materials

Reading materials in the classroom provide excellent opportunities for children to develop, use and refine all cue sources.

They support children's reading development by:

- Being suitable for all levels with a range of texts, from decodable to more complex
- Providing opportunities to apply phonics knowledge
- Providing opportunities to use text clues and prior knowledge
- Having consistent text placement
- By having rhyme, rhythm and repetition

Listening to Children Read

- Read a variety of books
- Get to know the book first (book introductions).
- Refer to decoding strategies to support solving of words.
- Refer to comprehension strategies to gauge understanding.
- Use prompt, pause, praise when assisting the child to read.

Book Introductions

When introducing books to a student:

- Discuss the picture on the front cover.
- If a student suggests a word similar to what is written repeat the correct word e.g. mailbox to letterbox.
- Predict what the story could be about.
- Look at the pictures throughout the story and discuss what could be happening.
- Read the title of the book to the student if they are unsure.
- As the student reads the words ask questions to improve comprehension.

Pause, Prompt, Praise

Pause:

Before responding it is important that classroom helpers first wait, giving the child time to try to work out the word for themselves.

Prompt:

- What strategy could you try here?
- Let's try **** strategy?
- I wonder what that means?
- Does that make sense to you?

Pause, Prompt, Praise

Praise:
Praise should focus on the *'Learning'* rather than the *'Learner'.*

Try comments such as:
- You put in a lot of effort to…
- I noticed the way you… (used a particular strategy, self-corrected, re-read that sentence, etc.)
- You must have been practising…

The support and encouragement provided by you, through praise, can greatly assist children's development.

Spelling and Writing

Spelling: May involve checking individual students on their spelling words.

Writing: When we initially teach writing, we call it 'Kid-Writing' or 'Have a Go Writing'. This gives students confidence that their writing does not have to look like an adults (or experienced writers, *yet!*).

- Students say their sentence (3 or more times).
- Students record word lines for each word.
- Students record known (Oxford) words.
- Students then solve unknown words by listening to the sounds they can hear in that word and recording an appropriate letter or letters, based on THEIR knowledge of letter-sound relationships.

Maths

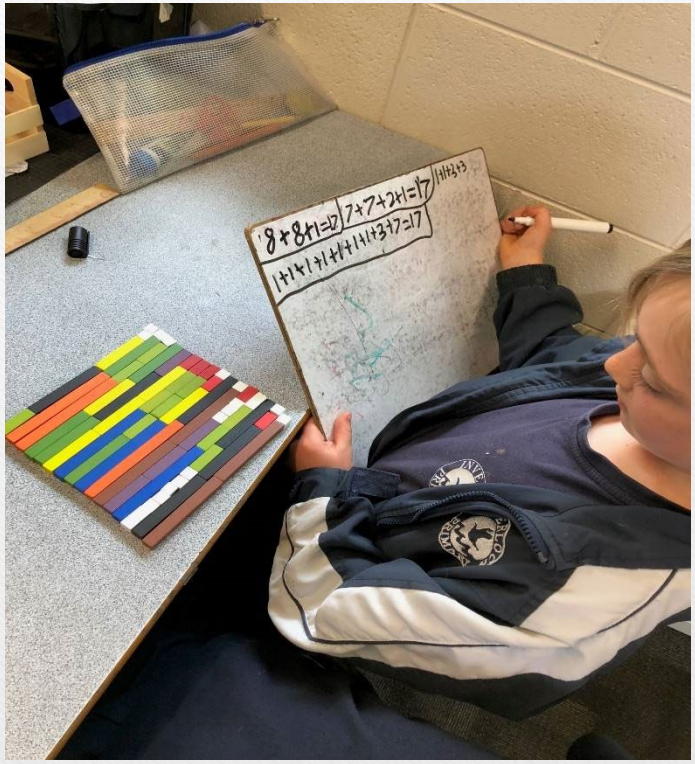
School Vision Statement - Mathematics

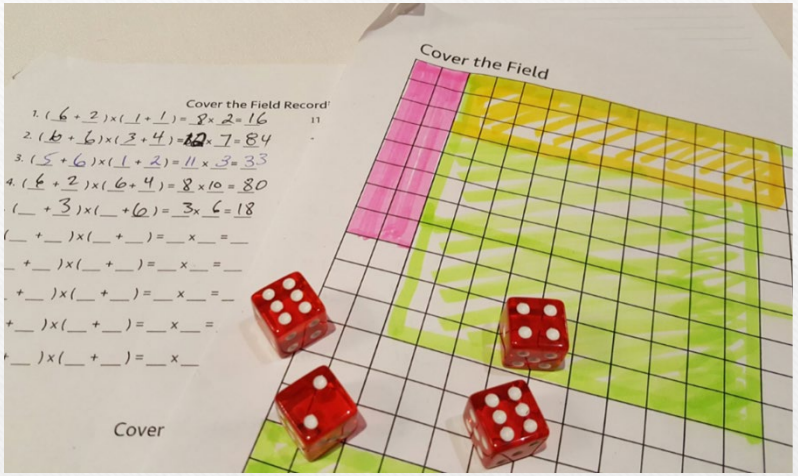
- **Curriculum -** Powerful mathematics teaching at Inverloch and Kongwak is focused on providing every student with the opportunity to engage in accessible and challenging mathematics.

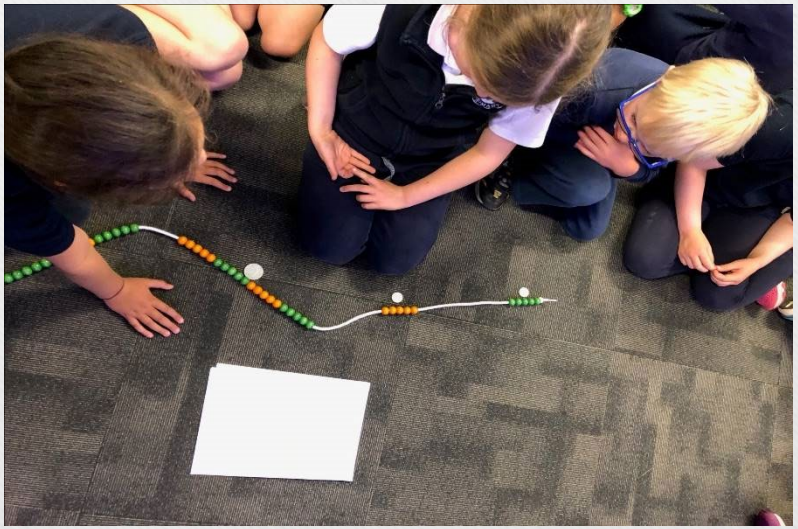
- **Teaching -** Students experience high impact mathematics instruction that is differentiated and informed by student evidence (work samples/data).

- **Learning -** Students develop strategic mathematical thinking and conceptual understandings by experiencing quality tasks that build fluency and can be transferred to new contexts.

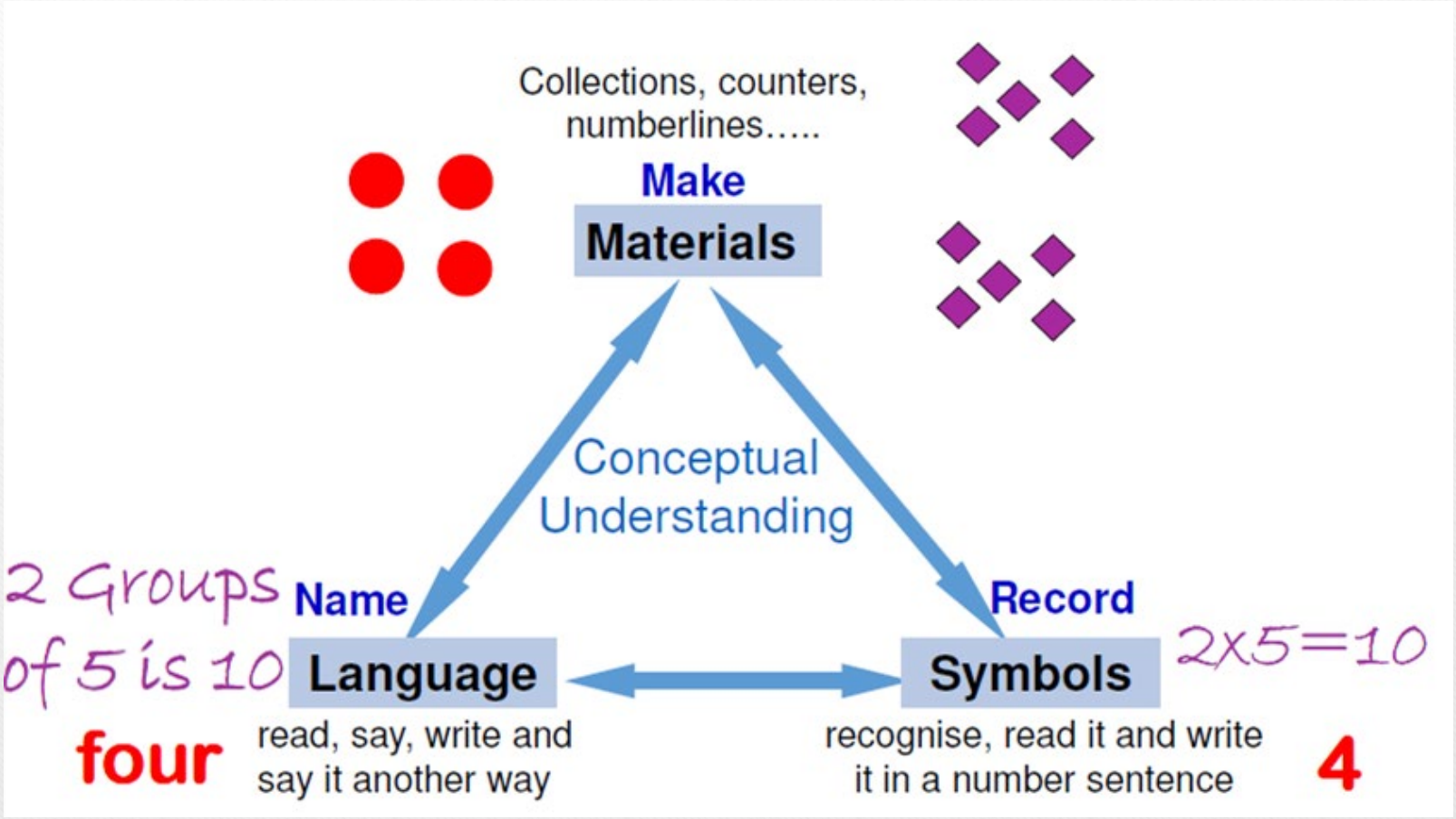
Maths


8+8+1=17
7+7+2+1=17


Cover the Field
Cover the Field Record
1. (6 + 2) x (1 + 1) = 8 x 2 = 16
2. (6 + 6) x (3 + 4) = 12 x 7 = 84
3. (5 + 6) x (1 + 2) = 11 x 3 = 33
4. (6 + 2) x (6 + 4) = 8 x 10 = 80
(__ + 3) x (__ + 6) = 3 x 6 = 18
Cover



Maths


Collections, counters, numberlines…..
Make
Materials
Conceptual Understanding
2 Groups of 5 is 10
four
Name
Language
read, say, write and say it another way
Record
Symbols
recognise, read it and write it in a number sentence
2x5=10
4

Other Areas

You may be asked to assist with another area of the curriculum.

If unsure of the task you are allocated, please ask.

Health and Safety Requirements

To assist in classrooms parent/carers require:

- Working with Children Check (Volunteer)
- Signed Parent Helper Agreement

Thank You

Thank you for volunteering to as a parent/carer helper at Inverloch/Kongwak Primary School, we appreciate your support and look forward to working with you.