ADAMSTOWN PUBLIC SCHOOL

PARENT HELPERS’ GUIDE

Parent Helpers
• Enable the teacher to provide a wider range of activities.
• Enable the teacher to ensure that small groups have adult supervision.
• Work 1:1 with students providing quality learning experiences.
• Share their expertise to enrich programs e.g. craft activities.
• Assist in the preparation of work tasks and the setting up of equipment.

Research shows that parents who take an active and positive role in their child’s school life increase their child’s ability to learn.

Guidelines for Parent Helpers
The classroom teacher is responsible for the education, control and behaviour management of the children. The parent is a helper, working under his / her direction. The classroom teacher is the professional and facilitates the learning. The school expects parents to respect the teacher’s expertise and maintain a professional attitude as they work alongside the teacher. The school stresses the importance of being professional and it insists that parents do not discuss classroom events, and/or “children” outside the class or school. Teachers are entrusted with the development of all the children in a class and so have the long term good of each child at heart. We ask that parent helpers also provide for all the children – confidentiality, support and equal opportunities as they would wish for their own child. The teacher, as the caring professional and facilitator, will at all times provide the guidance needed by classroom helpers. If there is any part of the program that helpers are not clear about, we ask that they discuss it with the teacher at an appropriate time, and not outside the classroom.

Classroom teachers who would like the parent assistance will send out an expression of interest to parents for classroom helpers. Following responses from parents, teachers will timetable helpers in their classrooms.

Values
All adults who work in the school are expected to follow similar guidelines relating to the aims, values and ethos of the school and to follow the school practice in terms of behaviour management. The school’s Behaviour Policy may be requested by any volunteer working at the school.

Health and Safety
All volunteers that work face to face with children in a school setting must provide proof of identity (100 point check) and complete a Working with Children Check document. This must be provided to the Principal prior to the commencement of volunteer work. This document is confidential and will remain on file.
For a variety of Health and Safety issues, it is also very important that we know exactly who is on the school premises and where they are. We therefore ask that every adult who comes into the school does so via the Office. Helpers must first sign on in the visitors book and wear a visitor’s badge. At the end of the session it is necessary to return it to the Office and to sign off. At all times we need to know who is in the school. For your own protection/safety we ask that parents do not enter the classroom unless the class teacher is present.
In the interest of everyone’s safety we ask that parent helpers do not bring babies or toddlers to class sessions. Mobile phones must be switched off during class sessions. At least once per term, the school has an evacuation and/or lockdown drill. Volunteers are advised to familiarise themselves with these procedures. A copy will be made available to all volunteers as part of the School Orientation process.

Confidentiality and Child Protection
Occasionally in school you will become aware of information about children which is confidential or private to the child or their family. This is a delicate matter that requires a great deal of tact on your part. Any information that leads you to believe a child is at risk of harm or has a non-accidental injury must be reported at once to the class teacher or Principal. Any conversation with other parents is a breach of the school’s confidence. Even a comment such as, ‘your Jimmy reads well,’ is not acceptable as others will wonder why you have not said that to them. It is very important to treat anything you hear or see in school with regard to particular children as being in absolute confidence and entirely a matter within the school.

Similarly you may find that parents who are friends will ask about the progression or behaviour of their children in school. Again, this is a matter requiring a great deal of tact on your part and it is very important that you firmly suggest that if they are worried in any way about their child then they must discuss the matter themselves with the class teacher.

Supervising Children
Whenever you are supervising students, the following points will be of help:-

1. Always treat children with respect and in the same sort of way that you would expect them to treat you.
2. Be friendly towards them.
3. Do not raise your voice. If you speak normally to the children they will have to be quiet in order to hear what you are saying.
4. Tell them exactly what to do in as much details as possible and ask them to repeat the instructions.
5. Don’t be afraid to quietly and calmly correct a child that is misbehaving but never try to physically move the child at any time. If in doubt, speak to the nearest member of staff.
6. Praise the children wherever possible.
7. Do not let the children become ‘silly’ or over-friendly with you. They must learn to behave socially towards adults who are not close friends.
8. Encourage them to be polite to one another.
9. If you are concerned about a child for any reason, have a word with the class teacher – Do not speak directly to the parents of the child. This is the teacher’s job.
10. At school teachers talk about cuddling, sitting on others’ knees etc are for family. Please respect this within the classroom (A cuddle or hug for your own child as you leave is OK).
Playground
Unfortunately we are not insured for you to be in the playground with the children at recess or lunchtimes, please use this time to grab yourself a water, tea or coffee from the staffroom and then take a well-earned break in our Community Room (Room 1).

Attendance
If there is any reason that you are unable to attend, please notify the school as soon as possible so that the class teacher can make adjustments to their plans.

Support
Do not hesitate to ask for assistance from any member of staff.

Thank you in advance for the help you are offering.

We are delighted that you are able to make a commitment in terms of time and energy to support the work of the school and hope that you will enjoy and value the time you spend at Adamstown Public School.
GUIDE TO HEARING CHILDREN READ

- Aim to make the experience as relaxed and enjoyable as possible. A quiet area away from others would ensure a more focussed approach.

- If the child is part way through the book you may begin by asking them what has happened so far or describe a favourite character.

- For less able or young readers who might be reading the whole book in one sitting you can start by looking at the cover and reading the title and author. Talk about what might happen in the story using the title and cover for clues.

- If the child is a fluent reader concentrate on expression and phrasing. If they read a word that is not written but it still makes sense do not interrupt as this will spoil the flow, you may wish to point it out at the end.

- If the child makes an error and then rereads and corrects their mistake, remember to praise them on using this important reading strategy.

- Beginner readers may word build using sounds e.g. s-a-t or may break words into syllables.

- Don’t be too quick to volunteer a tricky word, wait and encourage the reader to have a go, sound it out or read ahead a little.

- There will be clues to many words in the pictures. Encourage the child to make links, especially where they know the initial sound.

Thank you for your help and support.