

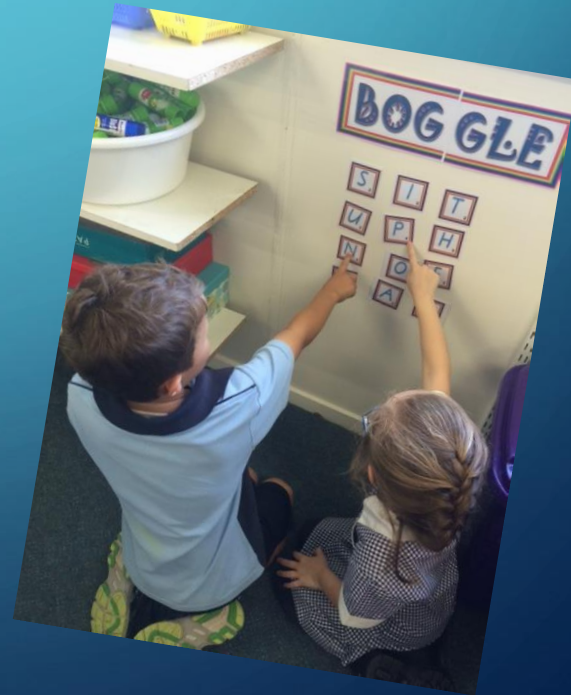
# IVANHOE PRIMARY SCHOOL CLASSROOM HELPERS PROGRAM

2025



# 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 in the classroom 😊



# CLASSROOM HELPER ROLE:

The main role is to support the classroom teacher.

Activities you may be asked to assist with may include:

- Working with a small group or individual students
- Listening to students read
- Practising sounds or counting
- Playing games
- Supporting students to remain on task

# 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





# CONFIDENTIALITY

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

Information and observations of students must be kept confidential. You must not discuss any information about students from the class with others.

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

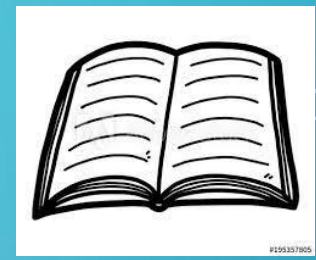
What can you do?

- Ask open ended questions  
eg. Tell me about... Why do think...
- 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. Program (RWI).

*Read Write Inc.* is a whole-school approach to teaching literacy 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.

# WRITING

A writer needs the vocabulary to write.

“If they can’t say it, they can’t write it!”

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



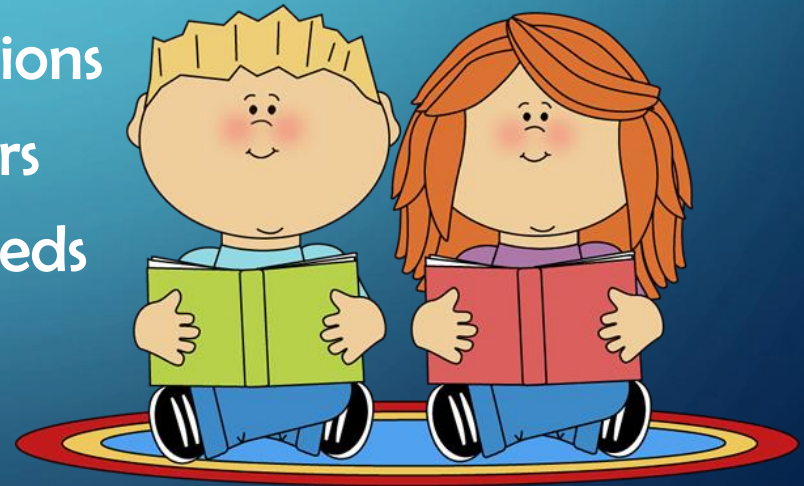
# THINGS YOU MIGHT SEE DURING LITERACY SESSIONS

- Sounding out words using 'Fred Fingers'.
- Modelling a big book.
- Following written instructions
- Reading signs
- The use of 'Just Right' books during independent reading.
- Partner talk about books
- Working with words
- 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 Studies (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 as of now

Where? In your child's classroom.



Time? To be confirmed by classroom teachers

**Let your child's teacher know you are interested.**

**THANK YOU FOR YOUR TIME**

