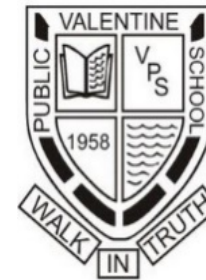


Parent Volunteer Workshop



Working with children check

- ▶ Volunteers play a tremendously important role within the community. Changes to NSW legislation and Department of Education policy have required schools to make changes to the way volunteers are registered.
- ▶ Previously, volunteers would sign a Prohibited Employment Declaration stating that there was no legal reason why they could not work with children, but from **Term 2 this year**, new procedures will be in place.
- ▶ If you currently volunteer, or would be interested in volunteering at some point in time you will need to completed the following.



Working with
Children Check

Working with children check

- ▶ Complete the online application
- ▶ <http://www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check>
- ▶ Go to the Motor Registry (100 ID)
- ▶ Bring the registration number to the school office

Working With
Children Checks



Volunteers need to:

- ▶ Present to the office each day when volunteering.
- ▶ Sign in at the front office in the visitors book. (WHS Requirement)
- ▶ Collect a volunteer lanyard from the office. (WHS Requirement)



Volunteer Confidentiality Agreement

- ▶ The purpose of this agreement is to communicate expectations regarding confidential information. It is intended for all Volunteers operating within the school.
- ▶ Volunteers are not to use their position at the school as a means to gain access to personal information about staff, students or school families.
- ▶ Concerns or information about a student's progress are only to be discussed with the class teacher. Volunteers are not to disclose any concerns or information regarding student progress or welfare with parents/carers or other members of the school community. Teachers are responsible for student discipline. Volunteers are to refer discipline concerns to the class teacher. Volunteers are not to disclose any information regarding disciplinary actions to parents/carers or other members of the school community.

Volunteer Confidentiality Agreement

- ▶ Volunteers must disclose any concerns about child protection to the Head of School, in accordance with the Child Protection Legislation.
- ▶ Volunteers are not to discuss the teaching style or classroom management practices of a teacher with parents/carers or other members of the school community. Any concerns are to be raised with the teacher or a member of the Executive (excluding child protection issues).



Volunteer Confidentiality Agreement

- ▶ Volunteer Collection Notice

- ▶ In applying for this position you will be providing Valentine Public School with personal information. Our contact details are as follows:

Address: Tallawalla Rd, VALENTINE NSW 2280

Email Address: valentine-p.school@det.nsw.edu.au

Phone

Number: (02) 4942 8211

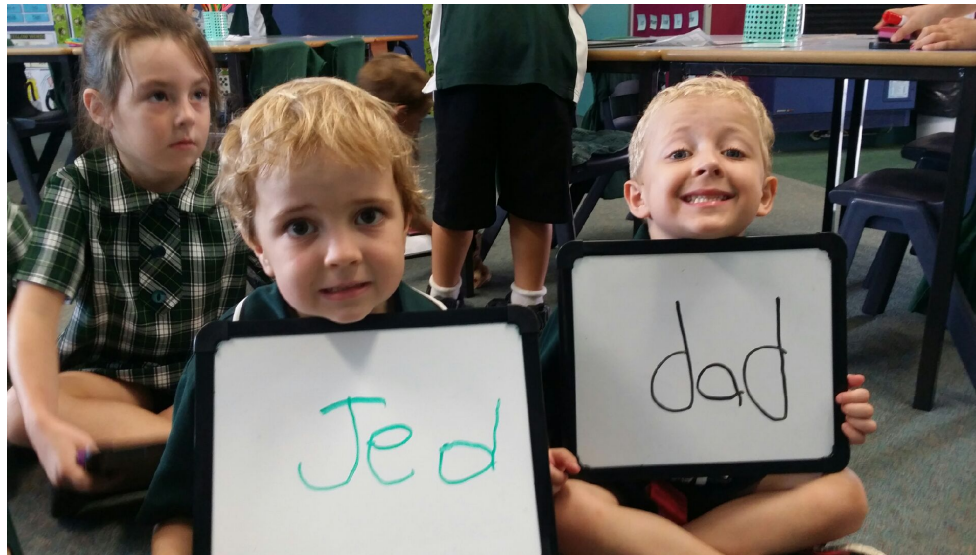
- ▶ You agree that we will store your personal information, for example; your name, address, WWCC details.
- ▶ We are required to collect information under Child Protection Laws.

Volunteer Confidentiality Agreement

- ▶ Agreement
- ▶ I, (print name) _____, as a volunteer for Valentine Public School agree never to disclose information about a student's records to anyone other than an authorised school department employee.
- ▶ Signature _____
- ▶ Date _____



Reading

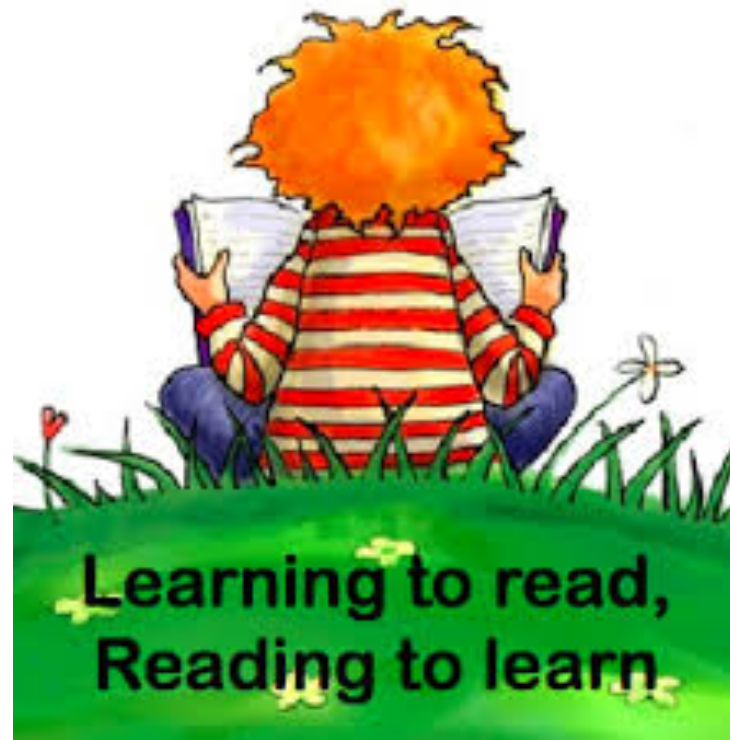


Course Overview

Purposes

- ✓ How children learn to read.
- ✓ What to listen for when children are reading and talking about books.
- ✓ The importance of comprehension in reading.

How children learn to read.



What is reading?

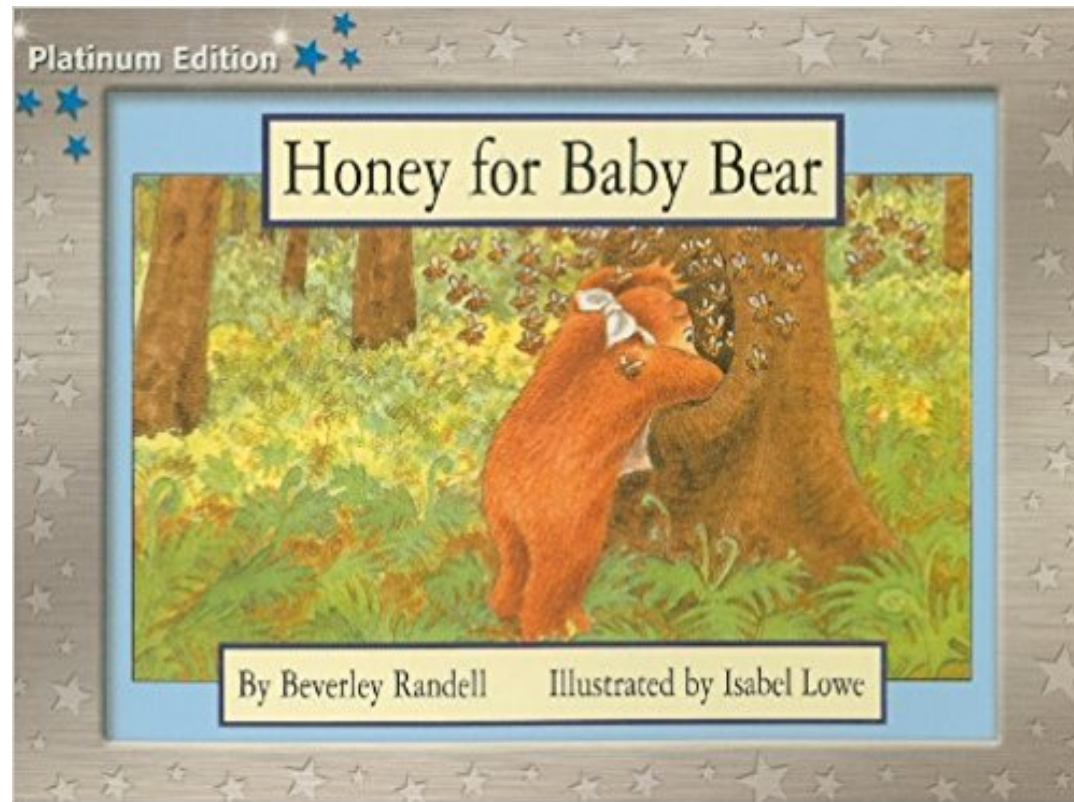
Reading is a **message-getting, problem-solving activity** which **increases in power and flexibility** the more it is **practiced**.

Setting the scene

1. Set the scene

Before you read the story, tell your child the title of the book and a bit about it. Try to relate it to your child's own experience, if you can. If it is about dogs, talk about a dog they know. You can also discuss what might happen in the story.

PM Reader



Read the Book

2. Read the book

Read the story in a lively way with lots of expression. If you come across unfamiliar words, stop and tell your child what they mean. This improves your child's vocabulary and helps them to understand the whole story.

During the week, you might also like to remind your child of some of the new words from the story book and relate them to your everyday life.

Recall the Story

3. Recalling the story

After reading the book, ask questions about the story. For example, “What happened at the beginning of the story?” or “What happened at the end of the story?”. If they can’t remember, tell them.

You might also want to try asking different types of questions that require more than a yes or no answer. For example, “Why do you think the little green dragon was so sad?” These sorts of questions help to develop language skills.

You don’t need to read a different book for every session; in fact, rereading the same book several times allows the child to become familiar with the story and helps them to learn new vocabulary.

Reading components:

- **Phonemic Awareness**
- **Phonics**
- **Fluency**
- **Comprehension**
- **Vocabulary**



What is Phonological Awareness?

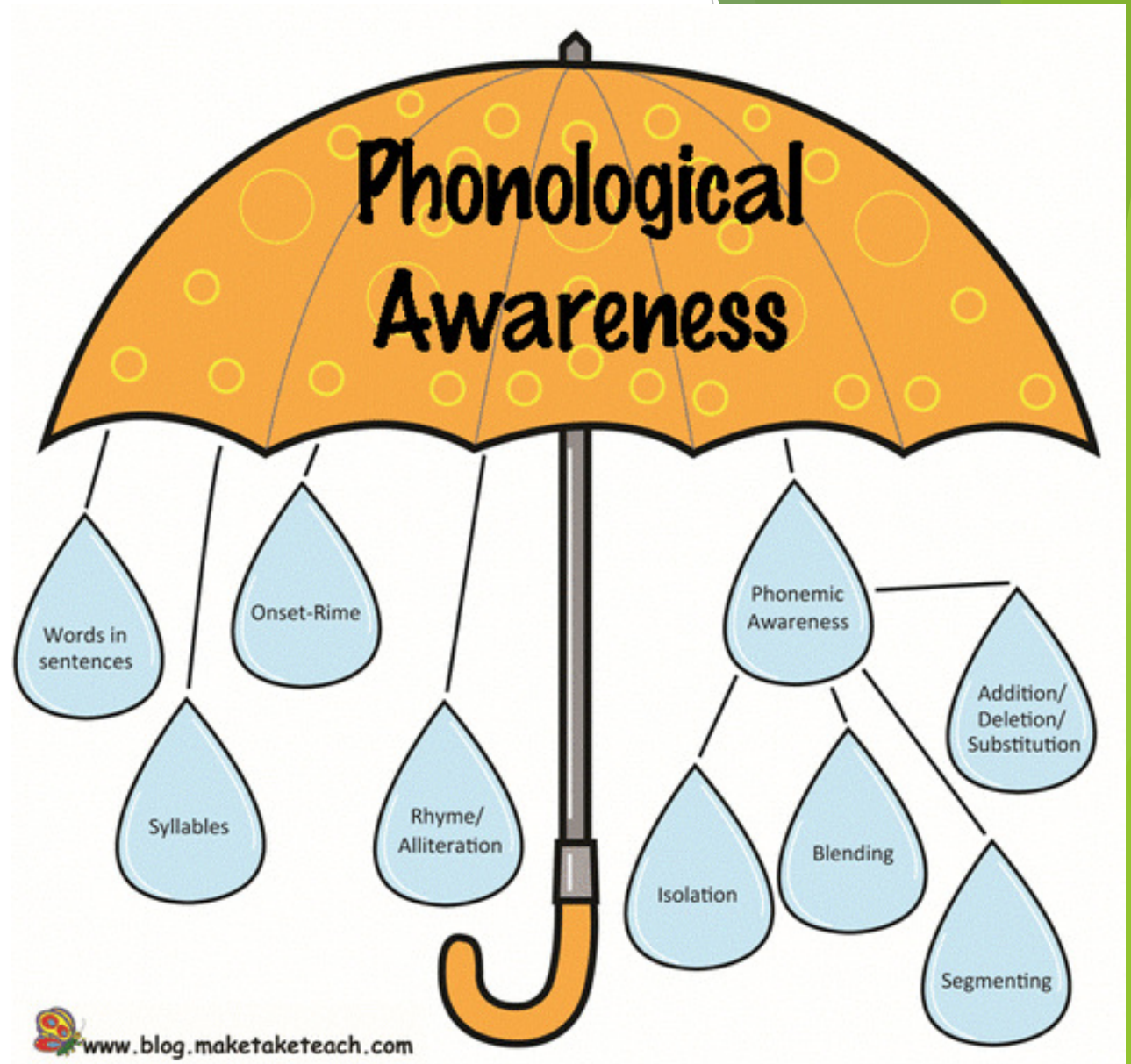
- ▶ It is the ability to detect, isolate, manipulate, and demonstrate an understanding of, sounds within words.
- ▶ When thinking about phonological awareness we are dealing only with sounds - **not letters!**

Examples

e - ra - ser

con - sid - er

un - der - stand



What is Phonics ?

Phonics is one of the primary building blocks of reading. Without an understanding of the relationship between letters and sounds, reading cannot occur.

Examples

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

What is fluency?

Fluency is the speed, accuracy and expression that a person uses when reading a text.

Fluency



I can read accurately with expression,
& understand what I read

But who is this creature with terrible claws,
and terrible teeth in his terrible jaws?

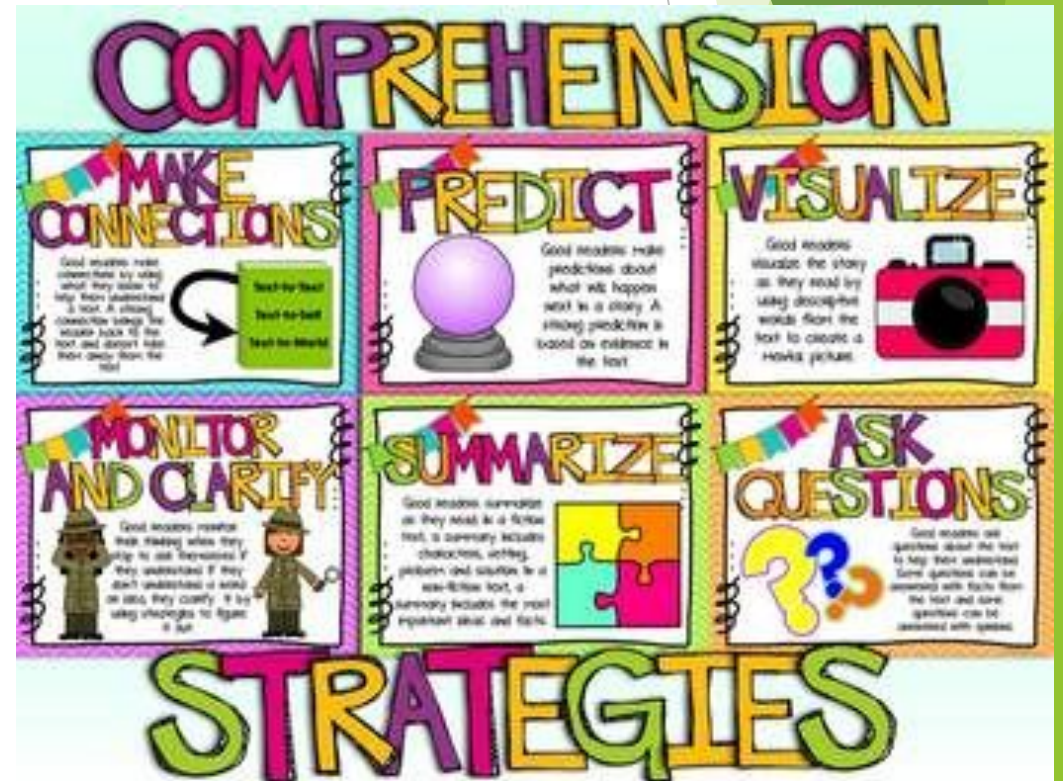
He has knobbly knees and turned-out toes,
and a poisonous wart at the end of his nose.

His eyes are orange; his tongue is black; he
has purple prickles all over his back.

'The Gruffalo' by Julia Donaldson

Comprehension

Reading comprehension is the ability to read text, process it, and understand its meaning.



Oliver was a thoughtful boy. He had raven coloured hair and a friendly smile. He liked to draw and he always tried his best.



Vocabulary

Vocabulary is commonly defined as “all the words known and used by a particular person”.



Familiar Reading

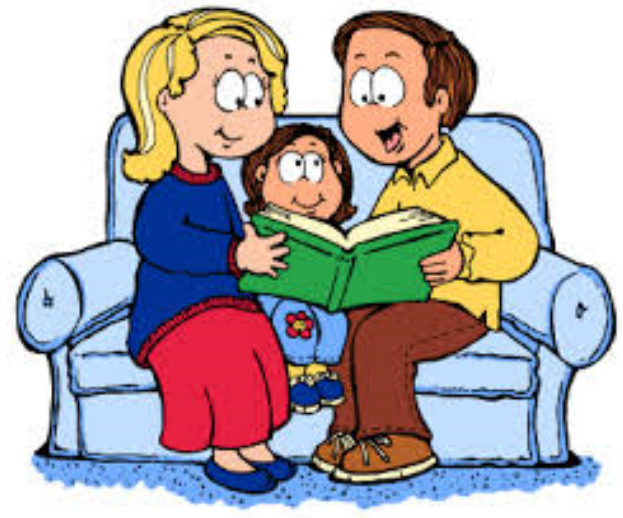
When readers are allowed to reread familiar material, they are being allowed to learn to be readers, to read in ways which draw on all their language resources and knowledge of the world, to put this very complex recall and sequencing behaviour into a fluent rendering of the text.”

Familiar Reading enables children to:

- Make meaningful predictions that can be checked against visual information
- Practice effective strategies on easy material
- Read with fluency and expression
- Become more knowledgeable about story structure and vocabulary
- Problem-solve independently

What might you do when volunteering?

- Reading with students
- Changing Home Readers
- Sight Words
- Sounds
- Literacy games



Question, Evaluation & Appreciation Time

- ▶ Please ask any questions you may have had from our session.
- ▶ Please complete the evaluation and provide us with any feedback.
- ▶ THANK YOU for what you do! You play an instrumental role in supporting students and teachers.

Together we can ensure all students achieve their benchmark.