



Parent Helpers Policy

Rationale

St Margaret Mary's is committed to building strong parent and school partnerships. Our teachers and students appreciate the support given by parents who assist positively with our school and classroom programs. Parent Helpers can play a valuable role in enriching personalised learning; by working with our students to address their individual learning needs as directed by the teacher.

Aims

- To enhance the education programs at St Margaret Mary's.
- To build strong parent and school partnerships.

Leadership and Coordination

- It is the responsibility of the Learning and Teaching Leader, in conjunction with the Literacy and Maths Leaders, to ensure the effective coordination of the Parent Helper Training Course.
- The Curriculum Leaders are responsible for all communication to parents in relation to the Parent Helper Training Course and the commencement of the Parent Helper Program.
- A Curriculum Leader will be designated to maintain records of all parents who have successfully qualified and registered interest in the Parent Helper Program for the year.
- The Learning and Teaching Leader, in conjunction with the Literacy and Maths Leaders, should collate parent interest and assign parents to a particular class(es)
- Classroom and Specialist Teachers are responsible for communicating with, scheduling, and supervising all parent helpers assigned to their classes.
- Classroom and Specialist Teachers should ensure that a Parent Helper Timetable is visible outside classrooms and/or sent home to relevant parents.
- The Principal and/or Classroom or Specialist Teacher will meet with a parent, in regards to any issues or concerns with a parent's behaviour, particularly behaviour in breach of the Parent Helper Code of Conduct Statement.

Process

- Parents participating in the Parent Helper Program **must have** a current 'Working with Children' Check.
- Parents, who are new to the school or program, must attend the Parent Helper Training Course conducted during Term 1, by the Curriculum Leaders.
- Parents who have completed the Parent Helper Training Course must sign the Parent Code of Conduct and Confidentiality Statement at the beginning of each year.



- Parents must communicate their interest in participating the Parent Helper Program by completing the Parent Helper Intention and Availability Form.
- Teachers will receive the names of the parents of students from their grade/ curriculum area who have participated in the Parent Helper sessions and expressed interest in helping.
- The relevant teacher or staff member will contact assigned parents to determine the times and dates for help to commence.
- Classroom teachers will establish a timetable based on one or two parents per session. Depending on the volume of volunteers, Parent Helpers may be put on a short term roster, e.g. rostered for only one term.
- Parents are not to bring younger children to the classroom when working as a Parent Helper.
- Parent Helpers will sign in at the Office and receive a Visitor's Badge prior to commencing their role in the classroom.
- Parents will work under the supervision and direction of the classroom or specialist teacher.

Classroom organisation

In addition to the above mentioned, it is also the responsibility of the classroom or specialist teacher to determine the role of the parent helper for each session and to communicate this clearly to the parent and students. It is an expectation of the school that interested parents be allowed to assist in all classrooms.

Potential roles of a Parent Helper include:

- Reading to or with an individual or group of children.
- Listening to an individual or group of children read.
- Exploring with a student the text they are reading, e.g. providing reading prompts and/or questions about a text.
- Assisting students to change their home reading books.
- Supporting any spelling programs in the classroom, e.g. testing sight words.
- Supporting students to practise number skills, e.g. partitions practice.
- Supporting students to complete tasks during class time.
- Assisting with the implementation of specialist programs, e.g. sports activities and art classes.
- Making resources that will support the classroom program.
- Returning and shelving books in the library.



Parent Helper Expectations:

It is an expectation that Parent Helpers will:

- Notify the classroom or specialist teacher if they are unavailable for their scheduled time.
- Check with relevant teacher before swapping times or days with other parents.
- Act on the understanding that children learn at different rates and have different learning needs
- Avoid making educational judgments about students.
- Communicate with the classroom teacher any difficulties (challenges with a task, behavioral issues, social relationships)
- Refer discipline issues to the class teacher.
- Retain confidentiality at all times.
- Respect the privacy of children, parents and staff.
- Avoid mentioning the names, learning needs, or the behaviour of students in front of their own child/children or other parents
- Adhere to the Parent Code of Conduct Statement at all times.

Parent Code of Conduct Statement

See appendices

Parent Helper Intention and Availability Form

See appendices

Policy Evaluation

This policy will be reviewed at the conclusion of the Parent Helper Training Course in Term 1 each year, prior to the Parent Helpers Program commencing and is to be sent home to parent helpers with the supporting documentation.