



# Montmorency Primary School

## PARENT HELPERS CODE OF CONDUCT

### Rationale

It is generally accepted that when parents express confidence in the school and are involved with it in some way, their children are likely to be happier and perform better in the classroom. To have community members involved with the school also validates the child within a wider community context. Young children should view their parents, community and staff as partners, sharing common beliefs, attitudes and goals. They should therefore feel more secure and have a greater sense of purpose.

At Montmorency, we aim to maintain very close links with parents and our community. Once forged, these links have been found to result in:

- greater understanding by parents of their children's schooling;
- greater understanding by staff of the children and their needs;
- better communication between home and school;
- fewer crises and misunderstandings;
- higher student morale and confidence;
- more goodwill and mutual esteem between parents and staff; and
- a happier school.

Parents and community members are encouraged and invited to help in the school with varying activities under the supervision of the individual class teachers. Parents and community members play a valuable role in the classroom in extending the children's experiences and access to adult assistance. We value parent and community support in all areas including language activities, art and craft, physical education, Library, excursions etc. We appreciate the extra personal involvement parent and community participation brings to the children, and know that it is a rewarding experience for adults to observe children in their 'work' situation.

At Montmorency we aim to promote a sense of 'connectedness'. We aim to connect children to their abilities, strategies for improvements and their future roles as third millennium citizens. To this end, great value is placed upon our community and parent helpers.

### Parent Helpers

- Enable the teacher to provide a wider range of activities.
- Enable the teacher to ensure that small groups have adult supervision.
- Work one to one 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.

The children really benefit from having their parents and quality adults in the class with them. At Montmorency we encourage the philosophy that ...

“every quality adult is your teacher”.

## Guidelines for Parent Helpers

- You must ensure that you have a current **'Working With Children Check' (WWCC)** and that a copy is on file in the office.
- You must also **sign in** and out at the General Office and wear a visitor's lanyard on site.

These are measures implemented to ensure child safety indicating that all adults in the building are part of our educational environment. Such measures also protect you in terms of legal liability.

The classroom teacher is responsible for the education, control and behaviour management of the children. For this reason you should always remain in sight of a teacher. The parent is a helper, working under his/her direction. Even though you may be working in an adjoining area the responsibility for supervision rests with the teacher.

We ask you to list days and times you are available so we can draw up a roster – continuity is very important for young children. You will be asked to work with a range of abilities – it is important not to stigmatise children by withdrawing them.

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.*

Because teachers are entrusted with the development of whole classes of children, and 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* 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, and not outside the classroom.

## Health and Safety

- All parents and carers must complete the form at the back of this manual and must have a current 'Working With Children Check' before they are eligible to become helpers.
- For a variety of Health and Safety issues, it is 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 in to the parent helper's book and collect a lanyard. At the end of the session it is necessary to return to the Office to sign out. 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 or aware of your presence.

For your information, the times of lessons are as follows:

9.00 am	11.30 am	Lesson Block
11.30 am	11.40 am	Children eat lunch in the classroom
11.40 am	12.20 pm	Lunch Recess
12.20 pm	2.00 pm	Lesson Block
2.00 pm	2.40 pm	Recess
2.40 pm	3.30 pm	Final Lesson Block

## **Confidential Information**

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 should be mentioned to the Principal. But any conversation with parents outside 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 children, the following points will be of help:

1. 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 detail as possible.
5. Don't be afraid to quietly and calmly correct a child that is misbehaving but never physically handle the children 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. Encourage them to be polite to one another.
8. If you are concerned about a child for any reason, refer your concern to the class teacher - Do not speak directly to the parents of the child. This is the teacher's job.

## **Hearing Readers**

One of the tasks that you will probably be involved in is reading with the children. This is an important but time consuming task. The exact approach will depend on the reading level of the child.

### **Beginning readers**

1. Children should be aware that you read from left to right, turning the pages that way and reading the lines left to right and top to bottom.
2. Read the book together to start with.
3. Discuss the pictures and the story encourage the child to pick up contextual clues.
4. Read the book again pointing to each word as you read.
5. Try not to correct intrusively. Make sure you concentrate on the sense of the story and give praise where you can.

### **Early reader**

1. Discuss the pictures and the story.
2. Read the story together.
3. Ask the child to find key words which are repeated several times in the book i.e. 'the', 'up', 'in', etc.
4. The children should be aware of full stops and that you need to pause at a full stop and not to run sentences together.

## **Extending reading**

As the children can read more words try to get them to work out new words by making a good logical guess. Maybe the picture will help. If the child has good knowledge of initial sounds, looking at the first letter strings or small words within words, sound out the whole word, e.g. ing in king.

Try to get the child to read to the end of the sentence and then go back to work out an unknown word. Even with competent readers you should discuss the stories and pictures. Also you can try to encourage the children to use expression or put on suitable voices.

## **Discussion Questions**

The following are examples of the types of questions to use when discussing a story:

- What was the story about?
- Who was the main character?
- What sort of a person was he?
- Was that a sensible thing to do?
- What should he have done?
- Which part did you like best?
- What would have happened if....?

Try to relate some ideas to the children's own experiences, i.e.

- Can you....?
- Have you ever?

## **In Conclusion**

We are very grateful for your involvement and hope that you enjoy your time as a Parent Helper. If there is anything we can do to assist you in this important role please don't hesitate to speak to the class teacher or the Principal. You are always very welcome at Montmorency Primary.

## **Evaluation**

This policy will be reviewed as part of the school's three year review cycle.

This policy was last ratified by School Council on

22 August 2017



# Parent Helpers Memorandum of Understanding

Name: \_\_\_\_\_

Class(es) I will work in: \_\_\_\_\_

Contact Details: \_\_\_\_\_  
*(Please notify us if contact details change through the year)*

By signing below, I confirm that:

- I have read and understood the contents of this Policy
- I agree to abide by the guidelines for Parent Helpers as set out in this Policy
- I will maintain confidentiality at all times
- I have provided the school with a valid Working With Children Check

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

*Please complete this form and return it to the office as soon as possible. Thank you for the support you are giving to the teachers and students. It is greatly appreciated.*

Yours Faithfully,

**Janene Worsam**  
Principal