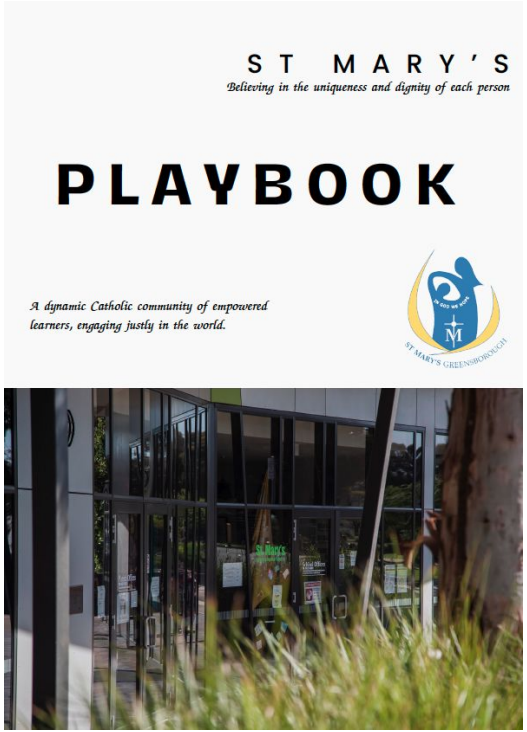
Parent Helpers Course 2024

Principles of Instruction



How students learn	Implications for instruction
Most students need formal teaching to learn biologically secondary knowledge. While many students learn biologically primary knowledge without any formal teaching (e.g. learning to listen and speak), biologically secondary knowledge (e.g. reading, writing, mathematics) requires instruction, and must be taught (Castles, Rastle & Nation 2018).	**Teach what students won't learn on their own.** Biologically secondary knowledge is the core of what MACS schools teach and much of the curriculum requires formal teaching.
Thinking occurs when we combine information from our environment and from our long-term memory in new ways (Willingham 2009b). Working memory is the space where we think (Clark, Kirschner & Sweller 2012). Long-term memory stores information organised in 'schemas'.	**Consider student prior knowledge** when planning a lesson to ensure students have the necessary background knowledge to access new material and connect it to what they already know.
Working memory has limits (Sweller 2011). Students can only keep so much new information in their minds at once. Cognitive overload can occur when students try to process multiple pieces of new information or try to complete new tasks without prior instruction or scaffolding.	**Respect students' cognitive load** by providing new information in manageable parts or steps. Space out sequencing logically using guidance and scaffolds (Chen et al. 2018). **Teach new content explicitly, using modelling and worked examples** (Barbieri et al. 2023) to reduce cognitive load (Deans for Impact 2015).
Memory is the residue of thought (Willingham 2009a). Students retain knowledge and develop understanding through thinking. To help ensure students retain meaning in their learning, we want them to think about the things that matter most.	**Ask questions to get students thinking in a structured way**, rather than just presenting a series of problems to solve or asking them to follow someone else solving problems (which doesn't require as much thinking). Create learning experiences that direct student thinking toward curriculum goals. This has implications for constructing tasks that reduce distracted thinking and support the learning that students need most.
Memory is prone to forgetting (Pashler et al. 2007). Students may be able to do something one day but find it difficult to recall a week later. Teachers can make things easier for their students to recall by connecting information to other ideas and by practicing retrieval of information from long-term memory.	**Stories and mnemonics** can help students to remember what they have learned. Students benefit from **extensive independent practice** for knowledge and skills to become automatic. It helps to interleave practise of different types of content and to space practice over time. **Review** can strengthen previous learning and lead to more fluent recall. It can also strengthen the connections among the material students have learned (Rosenshine 2012).

How students learn	Implications for instruction
Knowledge builds on knowledge. Knowledge is mental Velcro (Hirsch 1996) – students who have lots of knowledge about topics across the curriculum find that new knowledge 'sticks' to it, building understanding from one year level to the next.	**Teaching a knowledge-rich curriculum is essential** to creating life-long learners with opportunity-rich lives (Wexler 2020). Carefully sequencing knowledge across the whole curriculum will deepen student learning.
Novices and experts learn differently. Novice learners process information differently as they do not yet have the mental models that experts do.	**Introduce new ideas carefully and explicitly.** When students attain a reasonable level of expertise in a subject, they should practise and extend their learning effectively through independent problem-solving.

'Each student is important, each is wonderful ... because each is made in the image and likeness of God. In their hopes and their challenges, their imperfections, and their gifts ... every child is a blessing, to be nurtured, supported, and encouraged.'

(Comensoli 2022)

ST MARY'S GREENSBOROUGH

Principles of Instruction

At St Mary's we believe...

Working memory has limits

(Sweller 2011). Students can only keep so much new information in their minds at once. Cognitive overload can occur when students try to process multiple pieces of new information or try to complete new tasks without prior instruction or scaffolding.

Respect Cognitive Load
Explicit instruction & modelled examples

Memory is the residue of thought

(Willingham 2009a). Students retain knowledge and develop understanding through thinking. To help ensure students retain meaning in their learning, we want them to think about the things that matter most.

Direction of student thinking towards learning intentions

Memory is prone to forgetting

(Pashler et al. 2007). Students may be able to do something one day but find it difficult to recall a week later. Teachers can make things easier for their students to recall by connecting information to other ideas and by practicing retrieval of information from long term memory.

Mnemonics
Extensive Practice
Review

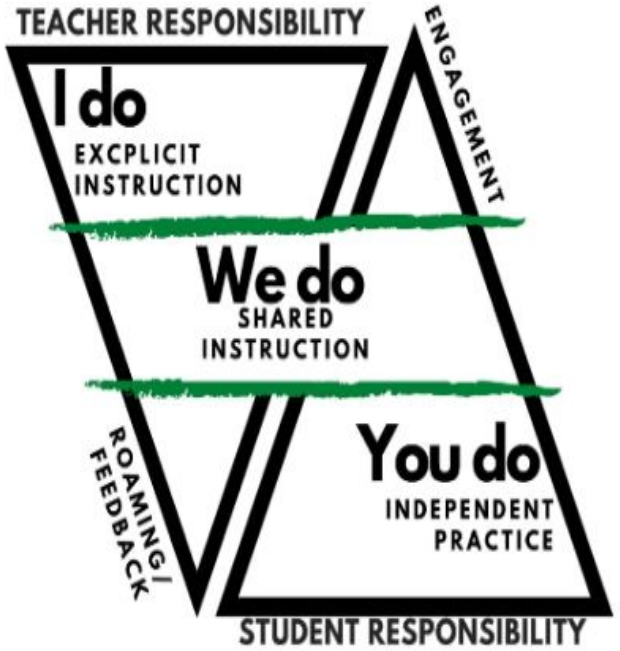
So what does this look like in Literacy?

How Learners Learn: Our overarching principles of instruction in Literacy

We align learning in literacy with cognitive science and our overarching Vision for Instruction (MACS)

These include:

- Explicit teaching with modelled examples (I do/We do)
- Instructional tasks directly related to explicit teaching (You do)
- Learning is a change in long-term memory
  - We aim for multiple exposures of skills and concepts
  - Multiple exposures include applying skills and concepts in a variety of modes.
- Memory is prone to forgetting
  - We review skills after explicit teaching directly after instruction and again within weeks to promote retention
- Students process limited amounts of new information
  - Scaffolded tasks using familiar processes
- Students develop and demonstrate mastery
  - Fluency and automaticity are embedded practice
  - Transference of skills and knowledge to new learning areas
- Students are actively engaged when learning

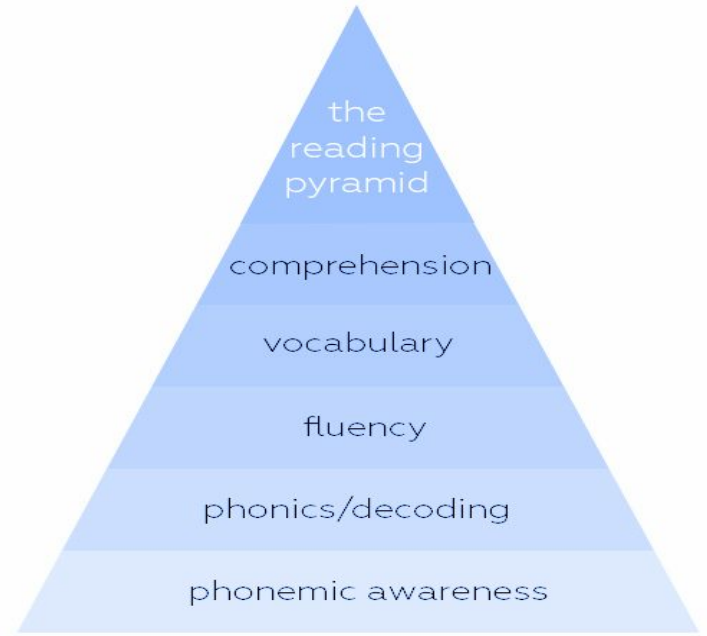


So what does this look like in Literacy?

Simple View of Reading states that reading comprehension is a product of word identification ability and language comprehension. If either of these two factors is absent, the student will not demonstrate reading comprehension

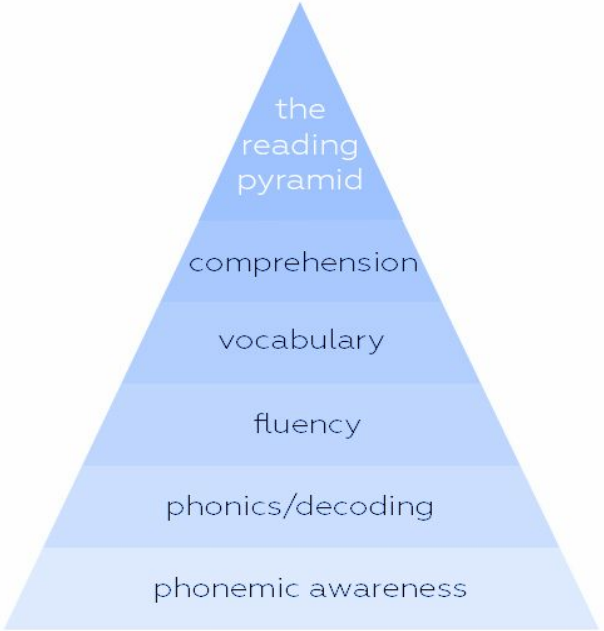
5 Pillars of Reading

At St Mary's we believe in **explicit instruction** of the **5 Pillars of Reading.**



PHONEMIC AWARENESS

Phonemic Awareness is the ability to identify and manipulate the individual speech sounds in words called phonemes.

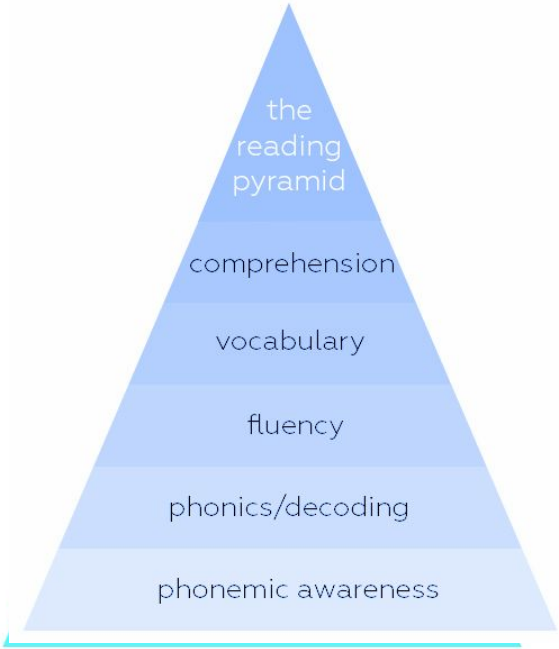


We use Heggerty to teach phonemic awareness.

This is what it looks like in a Prep class.

PHONICS

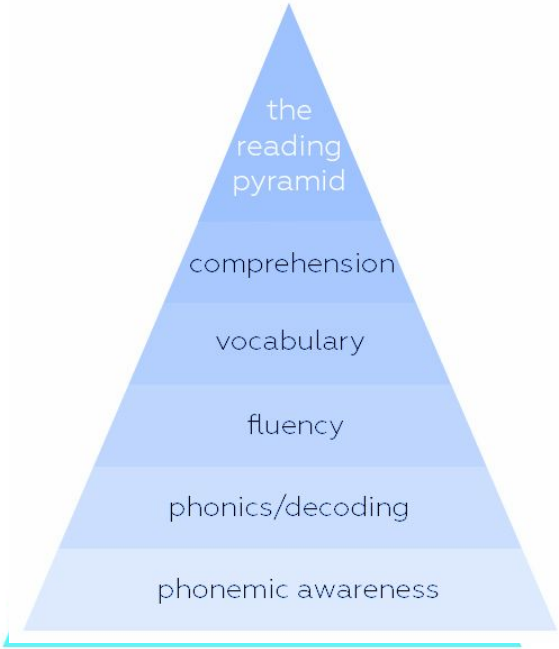
Phonics instruction works to build knowledge of the relationships between letters and sounds, and the ability to use letter-sound relationships to decode words.

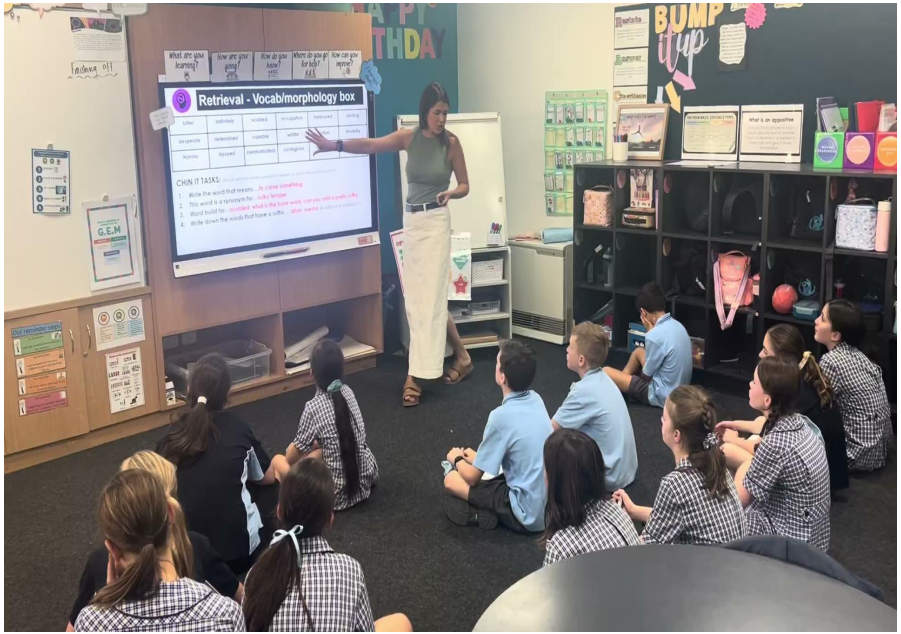


This is phonics instruction in action in our Year One and Two classrooms

MORPHOLOGY

Morphology is an extension of phonics instruction in the middle and senior years. Morphology assists with spelling, building vocabulary and comprehension.



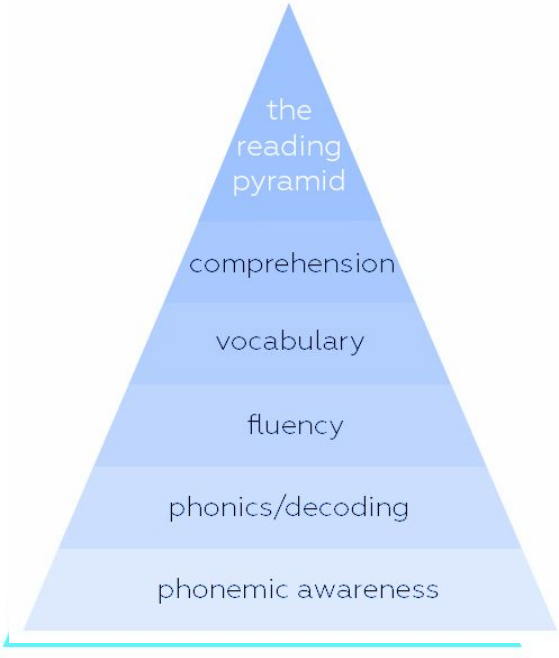


Morphology is taught explicitly and then retrieved.

This is an example of a session combining vocab and morphology retrieval

FLUENCY

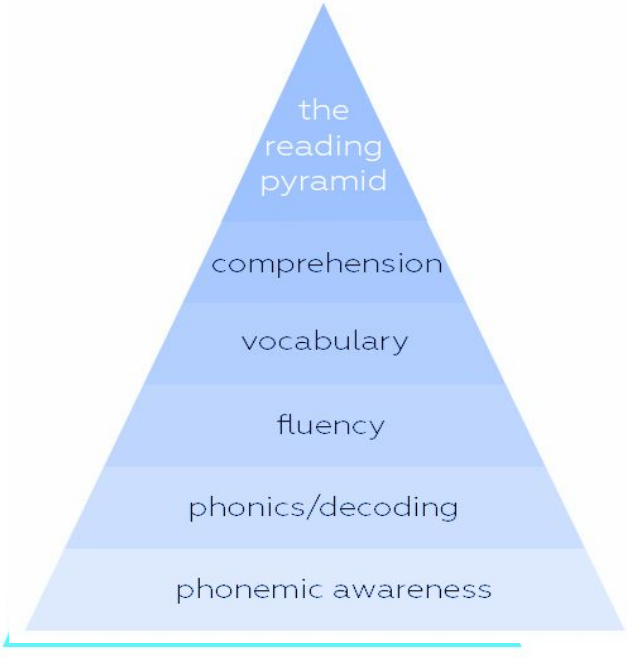
Fluency is the ability to read accurately, quickly, and expressively. Fluent readers can focus on reading for meaning.



These are examples of a Fluency session in our Year Three classroom.

VOCABULARY

Vocabulary instruction works on building knowledge of the meaning of words in isolation and in context. This assists with Oral Language, Reading and Writing.

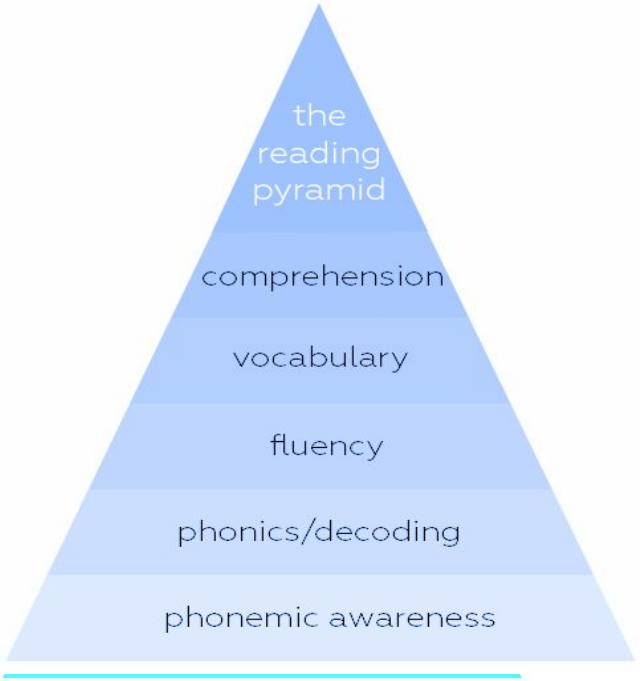


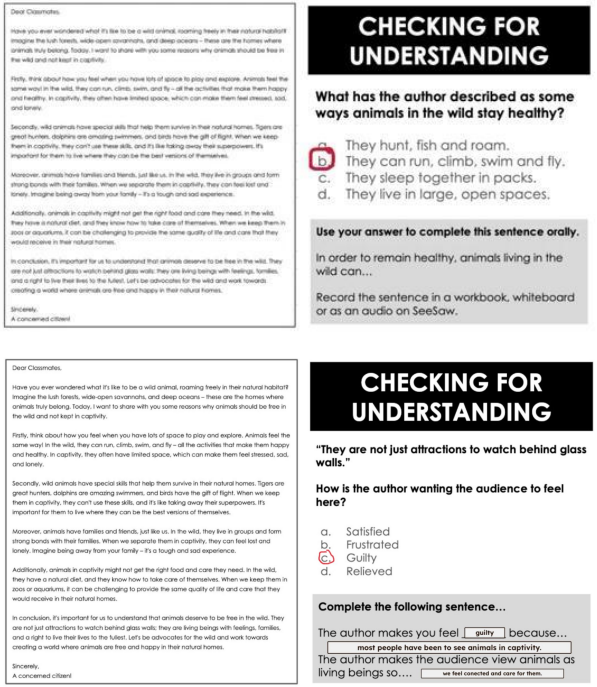
Vocabulary is taught explicitly and then retrieved regularly.

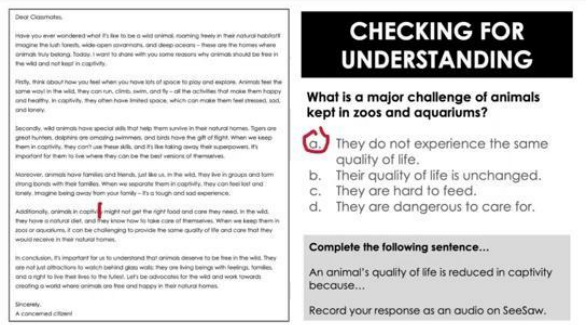
This is a snippet of vocabulary session in our Year Three classroom

COMPREHENSION

Building the ability to extract and construct meaning from written text.







character	Who are the characters in the story? How are these characters connected? How do the characters change throughout the story?
setting	Where is this story set at the start? How does the setting change? What places are part of the story?
problem	Is there a problem in this story? If yes, what is the problem?
action	What happens to spark action in this story? What are the main events in this story in order from beginning to end?
feeling	What are some of the feelings you notice at different times by the characters throughout the main events of the story? Why might they have felt this way?
ending	What happens at the end of this story? How is the problem resolved?
end feeling	How does everyone feel at the end? How have the characters developed or changed?

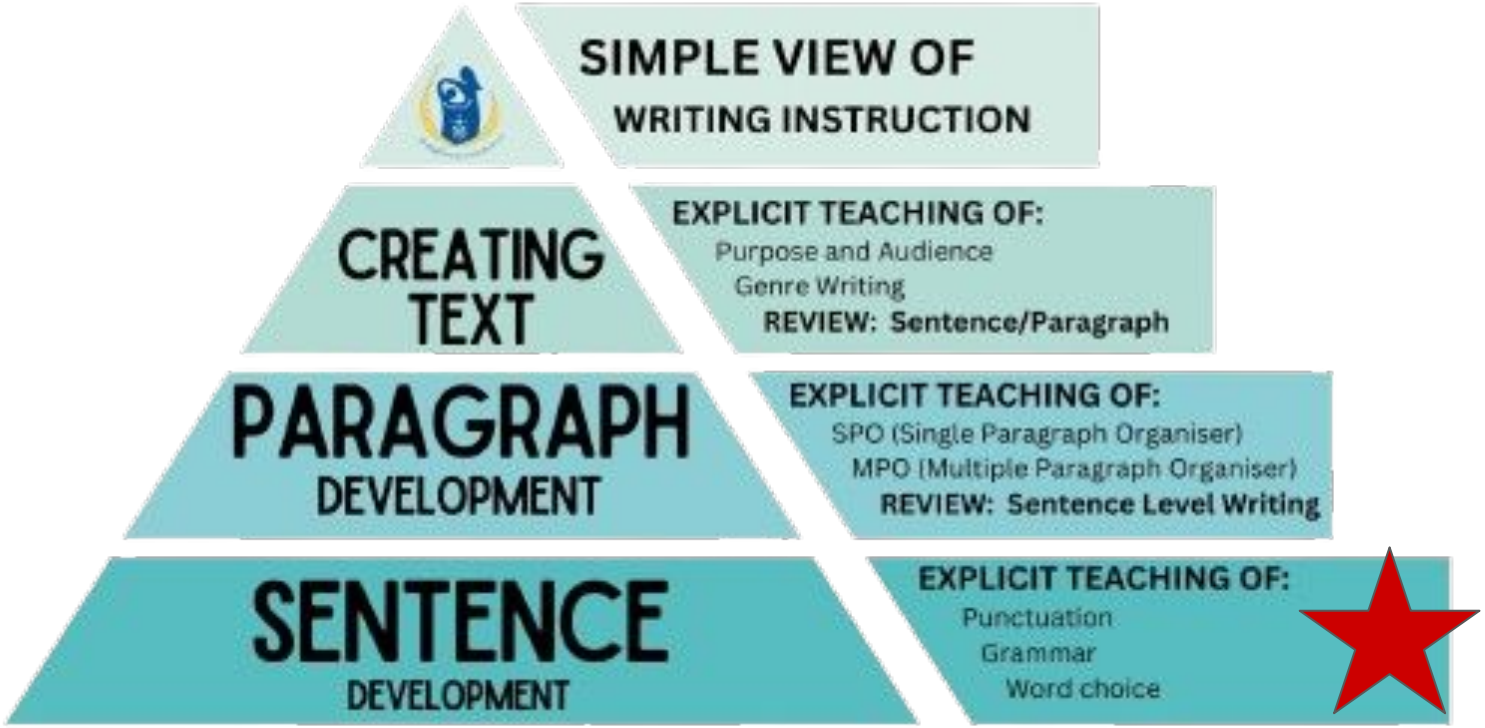
WRITING INSTRUCTION

The principles that underpin our current approach to Writing are:

- the explicit teaching of writing skills, through children's own writing practice
- the centrality of the sentence, as the basic building block of all good writing
- the progression from simple to more complex strategies (sentences, to paragraphs, to creating text)
- the content (knowledge) about which students write drives the rigour

WRITING INSTRUCTION

"Writing is thinking made visible"



WRITING INSTRUCTION

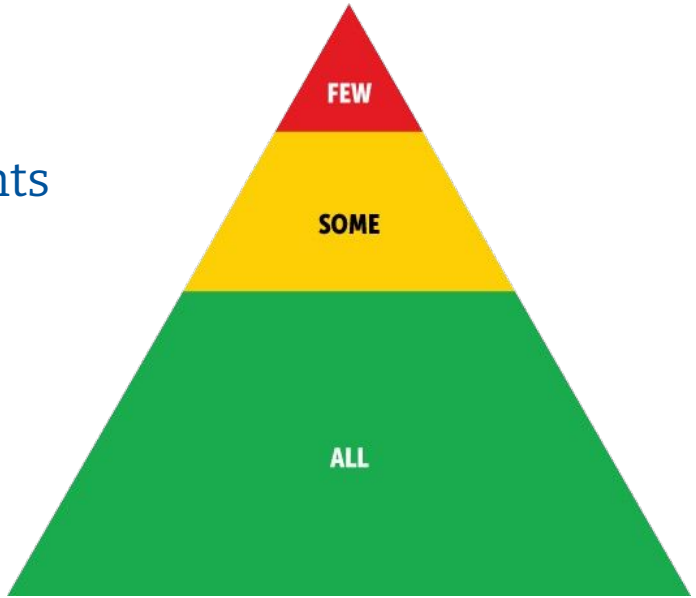
- **Sentence Development:**
  - Sentences are the building blocks of all writing. If students are unable to grasp the concept of sentence formation, they will never be able to successfully create text.
- **Punctuation**
  - Punctuation is taught in context with sentence development. Punctuation cannot be taught in isolation and is an important tool for students to use when creating expression as writers.
- **Grammar:**
  - Grammar and syntactic structure is taught explicitly in conjunction with sentence development to enhance writing proficiency.
    - Grammar Basics include verbs, nouns, adjectives, adverbs, articles, conjunctions etc
    - Syntactic Structure includes sentence VS fragments, verb tenses, subject-verb agreement, run on sentences, clauses.
- **Vocabulary:**
  - We explore rich and technical vocabulary in our reading and want to see transference of skills. This is observed most effectively when students are able to use academic and sophisticated vocabulary in both their oral language and writing.

TIERS OF SUPPORT

At St Mary's we believe in **differentiation** and meeting students at their point of need are important.

This is done through:

- Enabling and extending prompts and adjustments
- Small focus groups
- LSO support
- Parishioner and Grandparent support groups
- Targeted intervention P-6
- Read to Learn SeeSaw access



What would support in Literacy look like for a Parent Helper?

ST MARY'S GREENSBOROUGH

Respect Cognitive Load Explicit instruction & modelled examples

When working with students or groups complete one part of the task at a time.

Give short, sharp instructions.

If students struggle, help them by modelling how to complete the task or give a worked example.

Direction of student thinking towards learning intentions

Make sure you speak with the classroom teacher so you know the purpose of the task and what success would look like.

Ask probing questions of the students as they work.
What are you learning?
How do you know?
Show me your understanding.

Extensive Practice Review

Be as engaging and engaged with the children as possible.

Use repetition.
"Repeat after me..."

Ask students to choral as seen by classroom teacher.

How does a Parent Helper impact the work in the classroom?

Remember:

Many hands make light work…

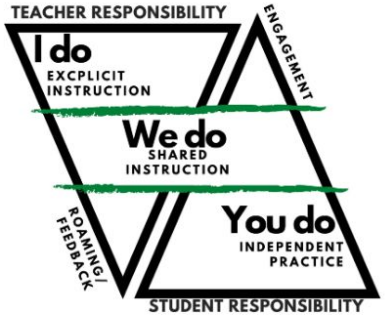
Our classrooms are full of students with diverse needs academically, socially and emotionally. Your support can make a big difference to our work in catering for the needs of many.

“Alone we can do so little; together we can do so much.”

We cannot wait to have you in our classrooms because our students are at the heart of what we do.

So what does this look like in Mathematics?

At St Mary's we believe in **explicit instruction** of mathematics through modelling, guided practice and independent practice



- We use explicit instruction when introducing new mathematical content and then gradually release responsibility to students.
- We model mathematics problems step-by-step and use guided practice, then independent practice with teacher feedback.
- We provide opportunities for students to explain their learning and thinking in oral and written forms.

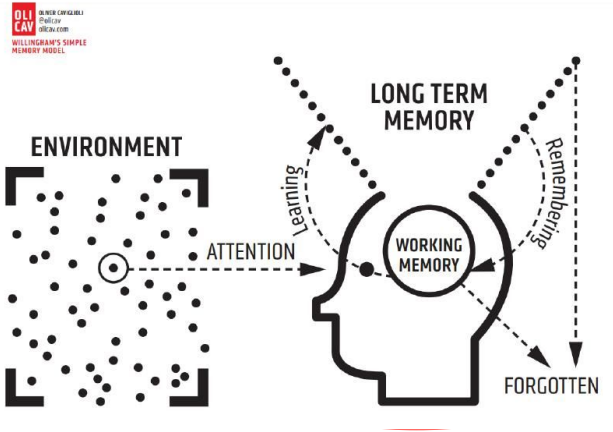
So what does this look like in Mathematics?

In Mathematics at St Mary's we believe to...

- **Develop number sense:** Teach students what quantities and numbers mean and how to represent them with objects and numerals. For example, use number lines, get students to count fluently, and compare amounts.
- **Build fluency:** Ensure that students have fluency with addition, subtraction, multiplication, and division.
- **Teach mathematics concepts:** Help students to understand mathematics concepts. Teach the 'why' and 'how' of mathematics in combination with procedures and rules.
- **Use concrete materials:** Get students to use hands-on materials and visual representations to show concepts and procedures.
- **Use problem-solving strategies:** Explicitly teach problem-solving and reasoning strategies. Teach students how to read problems and organise work according to the structure of the problem.
- **Use precise mathematics language:** Encourage students to use correct mathematics language when verbalising explanations and steps for solving problems.

So what does this look like in Mathematics?

At St Mary's we believe in **retrieval practice** of mathematics through Daily Review.



Retrieval Practice

Rosenshine (2012) describes the importance of a Daily Review; a fast paced review of previously learned material. In order to ensure that students efficiently acquired, rehearsed, and connected knowledge, teachers need to incorporate fast paced Daily Reviews so students' knowledge is transferred from their short term to long term memory; resulting in automatic recall.

So what does this look like in Mathematics?

At St Mary's we believe in **differentiation** of mathematics through:

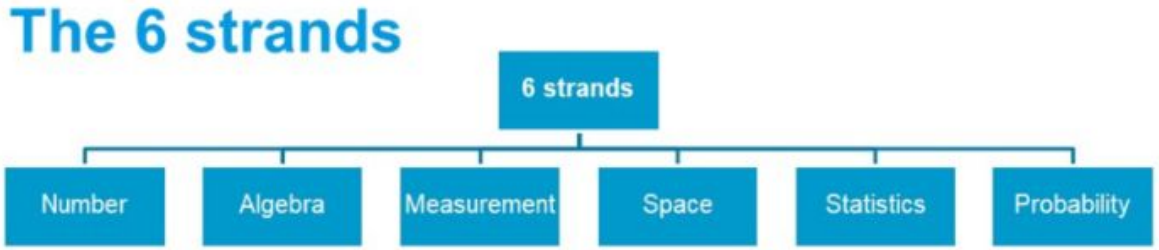
Enabling Prompts ~ help a child who is unable to start a task to begin and provide an entry point to then proceed with the learning task i.e. simplify language, change visual representation, change number of steps or change the size of numbers.

Extending Prompts ~ pose supplementary tasks from the main task (inviting generalisation or abstraction) i.e. elaborate on working out strategies, increase the complexity of numbers, frame the question in varied worded representations, extend to open-ended problem solving

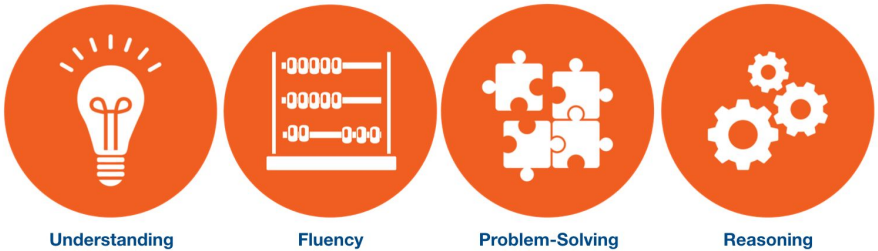
Learning Sprints ~ teacher or LSO facilitated, supports students with building Mathematical knowledge and skills with a short session run for 2-4 weeks

So what does the Mathematical content look like?

The Victorian Curriculum is broken into a six-strand model:



Within each strand, we support the development of the four proficiencies:



So what does the Mathematical content look like?

At St Mary's we believe the **sequential learning** of Mathematics is essential to student success. This is supported by scope and sequences and milestone development.

A. Counting

0. Not apparent
Not yet able to state the sequence of number names to 20.

1. Rote counting
Rote counts the number sequence to at least 20, but is not yet able to reliably count a collection of that size.

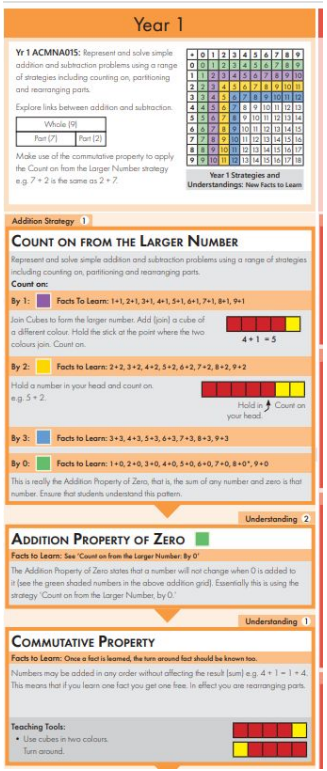
2. Counting collections
Confidently counts a collection of around 20 objects.

3. Counting by 1s (forward/backward, including variable starting points; more/less)
Counts forwards and backwards from various starting points between 1 and 100; knows numbers before and after a given number.

4. Counting from 0 by 2s, 5s, and 10s
Can count from 0 by 2s, 5s, and 10s to a given target.

5. Counting from x (where x >0) by 2s, 5s, and 10s
Given a non-zero starting point, can count by 2s, 5s, and 10s to a given target.

6. Extending and applying counting skills
Can count from a non-zero starting point by any single digit number, and can apply counting skills in practical task.



What would support in Mathematics look like for a Parent Helper?

ST MARY'S GREENSBOROUGH

Respect Cognitive Load Explicit instruction & modelled examples

When working with students or groups, complete one part of the task at a time.

Give one step instructions.

If students struggle, help them by modelling how to complete the task or give a working example.

Prompt students to use e*nabling or extending prompts* for differentiation

Direction of student thinking towards learning intentions

Learning Intentions and Success Criteria will be identified at the beginning of the lesson, reference these when helping students. (always speak to the classroom teacher if unsure of what success may look like)

Ask probing questions of the students as they work.
What are you learning?
How do you know?
Show me your understanding.

Mnemonics Extensive Practice Review

Fully participate with students and engage in the learning

Be clear in expectations and explain mathematical language

Ask students to choral and gesture if seen from the classroom teacher

Being a Parent Helper

- ★ Parents are required to have a **WWCC and to have completed the Induction Module**
- ★ Sign in at the office and collect a **'Parent Helper'** badge
- ★ Students are under the supervision of the teacher while in the classroom
- ★ Parent helpers are asked to be role models by demonstrating the 3R's
- ★ Parent helpers **MUST respect and uphold the dignity of all learners by maintaining confidentiality** (discussing observations with **teachers only**)

Don't FORGET....

2024 Induction Module for Parents / Carers and Volunteers

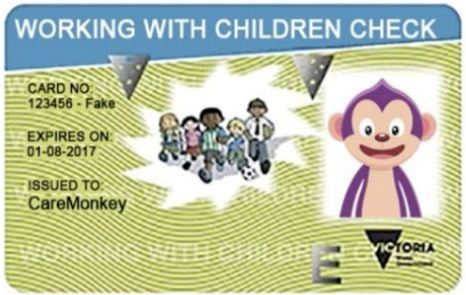
Induction Survey for Parents / Carers and Volunteers

We at St. Mary's have the safety and wellbeing of our students at the forefront of our thinking when planning for their learning and personal growth.

In completing this Induction Module you are complying with the 'Child Safe Guidelines' in relation to the engagement of volunteers.

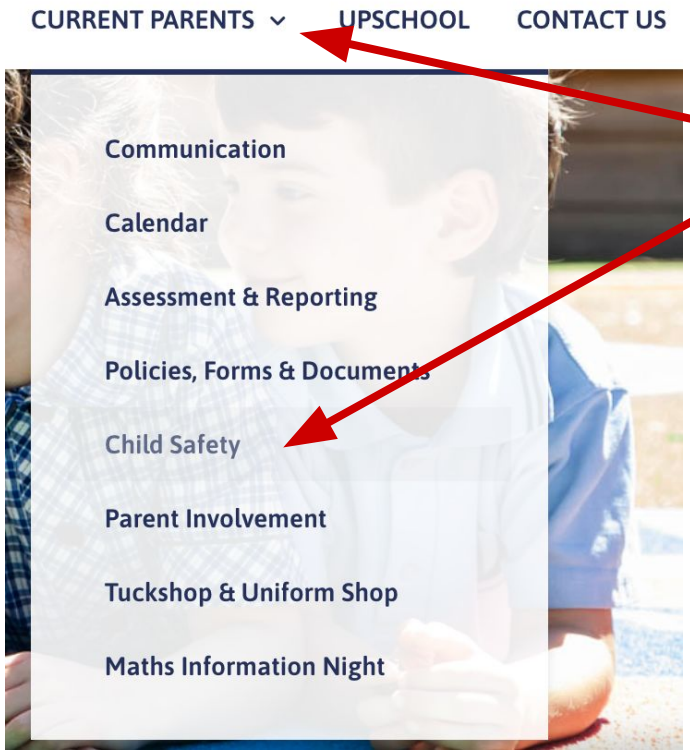
Before completing the survey make sure you have access to:
- an image of your driver's licence ready to upload
- an image of your WWCC (Working with Children Check) ready to upload
- have opened, read and signed the Code of Conduct (click here)
You are able to sign the Code of Conduct virtually via this link and save to upload a copy to SurveyMonkey.
- access to information for two references (individuals who can verify your identity) - their name and mobile contact

Working With Children Check



Some of these documents must be completed to participate in excursions.

ACCESS THESE DOCUMENTS ON THE St Mary's Website (LINK)



Instructions:

1. Visit the St Mary's Website (Linked above)
2. Go to the 'Current Parents' tab
3. Click on the 'Child Safety' option
4. You will find two documents you will need (these need to be completed in order to help in classrooms and go on excursions)
5. Complete **Child Safety Code of Conduct**
6. Complete the **Induction Module**