Training Opportunities  
Term 4 2014

We are seeking enthusiastic people to volunteer in term 4, 2014. We have various programs that we would like to run with the students next term but we need people like YOU to volunteer.

Who?

If you are a parent interested in helping your child with reading and writing – you’re invited!

If you are a grandparent or a volunteer looking for a rewarding way to spend your time – you’re invited!

An excellent opportunity for those volunteers who have already completed Code of Conduct and Student Protection

When: Thursday 9 October
9:00am – 11:00am Support-a-reader
11:30am – 1:30pm Support-a-writer
2:00pm – 3:30pm Phonological Awareness
*You are welcome to attend 1, 2 or all 3 sessions

When: Monday 13 October
9:00am – 11:00am Read It Again!
11:00 – 1:00pm Work Place Health & Safety and Ethics etc (this training is compulsory if you are intending to volunteer on a regular basis at Worongary SS).

Where: Worongary School Hall

RSVP: For seating and organisational purposes please RSVP to Katie by Tuesday 7 October.
(khugg2@eq.edu.au)

Please note: Tea and coffee will be available on the day. Please bring your own lunch if required.
Volunteering at Worongary State School – Positions/Programs Available

**Position 1: Support a Reader Tutor**

**Position Description:**
Listening to children read and helping them learn and practise reading strategies to improve their independent reading skills.

**Short Description:**
Tutors will work 1 on 1 with a child for 15 mins. The child will read a story to the tutor who will assist them when required helping them with reading strategies and checking for comprehension and understanding. They will also go through sight words with the child helping them to develop a bank of sight words that are readily recognisable in their reading. Children will range from prep through to year 3. Tutors are required to keep a simple checklist of the child’s progress throughout the program and are welcome to discuss this with the coordinator when required. It is desirable that each child has the same tutor each day but not essential. Participants will be required to attend a training day.

*Training: Thursday 9 October 2014 from 9:00am - 11:00am*

**Position 2: Support a Writer**

**Position Description:**
This program aims to assist children to become confident and competent writers. It gives children the opportunity to read and then write daily in a one-to-one setting allowing them to gain confidence through the support of caring adults.

**Short Description:**
Tutors will work 1 on 1 or in small groups of children for 30 mins daily. The role of the tutor includes dating and keeping samples of writing in the child’s folder, noting significant aspects of the child’s progress and seeking advice from the coordinator when necessary. For this program to run successfully, it is essential that the child has the same tutor each day. Therefore volunteers will be required daily for the duration of the program (as much as possible). Participants will be required to attend a training day. Children will be in year 1.

*Training: Thursday 9 October 2010 from 11:30am – 1:30pm*

**Position 3: Phonological and Phonemic Awareness Groups**

**Position Description:**
Volunteers are required to work with small groups of children helping to build their phonological awareness skills (PA). Phonological Awareness refers to the ability to detect and analyse the sound structure of spoken language. Children who have phonological awareness can:
- break words into syllables
- rhyme
- say the beginning sound of a word
- and say each sound in a word

Phonological Awareness is more than hearing. It includes being aware that our language is constructed of words and that words have different sounds and sound patterns within them (Schuele, Skibbe, Rao 2006).

Phonemic Awareness is the ability to identify and manipulate the individual phonemes or sounds in spoken words. For example,
- ‘What sound does ‘cat’ start with?’
- ‘What sounds do you hear in the word ‘top’?’
- ‘Say ‘gate’ and take away the ‘g’ sound’.

Phonemic awareness is a sub-skill of phonological awareness. Research shows that this area has a significant role in supporting children to learn to read and write.
Short Description:
Tutors will work with small groups of children for 20-30 mins 3 times per week. The tutor will be provided with games and activities for the children to complete during the session. The role of the tutor includes keeping simple checklists of student progress and sharing this information with the coordinator and seeking advice from the coordinator when necessary. For this program to run successfully, it is essential that the child has the same tutor each day. Therefore volunteers will be required daily for the duration of the program (as much as possible). Participants will be required to attend a training day. Children will be from year 1 and year 2.

Training: Thursday 9 October 2014 from 2:00pm – 3:30pm

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**Position 4: The ELF (Early Language Fundamentals) Program**

**Position Description:**
This program is aimed at providing students with strategies to boost their literacy, including listening spelling, reading, handwriting and other motor skills important for school participation. It provides students with extra more intensive instruction that what is possible in the classroom.

**Description:**
Tutors will work with small groups of children for 30 mins daily for 4 days per week. The role of the tutor includes keeping simple checklists of student progress and sharing this information with the coordinator. The tutors will be provided with lesson plans to follow and these will be available prior to the session for the tutors to peruse and ask questions if necessary. It is essential that the child has the same tutor each day. Therefore volunteers will be required daily for the duration of the program (as much as possible). Participants will be required to attend a training day. Children will be in Prep.

Training: Thursday 9 October 2014 from 2:00pm – 3:30pm

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**Position 5: Read It Again! Tutors**

**Position Description:**
This program is designed to develop and strengthen young children’s early foundations in language and literacy. It looks at 4 key areas: vocabulary, narrative, phonological awareness, and print knowledge.

**Short Description:**
Tutors will work with small groups of children for 30 mins daily for 4 days per week. The role of the tutor includes keeping simple checklists of student progress and sharing this information with the coordinator. The tutors will be provided with lesson plans to follow and these will be available prior to the session for the tutors to peruse and ask questions if necessary. It is essential that the child has the same tutor each day. Therefore volunteers will be required daily for the duration of the program (as much as possible). Participants will be required to attend a training day. Children will be in Prep.

Training: Monday 13 October 2014 from 9:00am – 11:00am

*NB Volunteers may choose to volunteer for more than 1 program. The coordinator will try hard to timetable volunteers wishing to help with multiple programs although this may not always be possible.

Tea, coffee and biscuits will be provided throughout the training day. Participants are asked to bring their own lunch if necessary.

Volunteers MUST attend a compulsory training on Monday 13 October 2014: 11:00am – 1:00pm for Work Place Health and Safety and Code of Ethics.

Coordinator Contact: Katie Huggard
Email: khugg2@eq.edu.au
Phone: 0402 310 790