Support Teacher

Literacy & Numeracy

Key Teacher

Roles and Responsibilities

Philosophy –

**"To read is to empower
To empower is to write
To write is to influence
To influence is to change
To change is to live"**

Janet Evershed

Support Teacher
Literacy & Numeracy

Support is intended to supplement students' current classroom programs and to identify and target their individual and specific learning needs.

At Worongary State School, the Support purpose is to provide a teaching focus promoting learning how to learn and to improve literacy / numeracy standards.

Support is most effective when all those concerned classroom teachers, specialists, support staff, parents and administrators work collaboratively towards activating the students' full learning potential.

**Roles and Responsibilities of Support Teachers: Literacy & Numeracy
at Worongary State School:-**

As a part of the leadership team, Support Teachers will have responsibility for leading the following activities and delivery of the following key tasks.

- providing diagnostic-instructional intervention programs for individuals who experience difficulty with learning
- develop and implement Literacy for Life Intervention Programs
- Maintain teaching expertise and knowledge of evidence-based, effective teaching practices to improve student learning across the KLAs with a focus on literacy and numeracy.
- Provide support to school teams and individual teachers in identifying patterns of achievement and selecting evidence-based intervention strategies at whole school, cohort and individual student levels for underachieving students, including students with learning disabilities.
- Support teachers in assessing and monitoring the progress of students underachieving in the literacy and numeracy demands of the Key Learning Areas.
- In cooperation with the classroom teacher, teach whole classes, small groups and individuals as negotiated within the guidelines of the school improvement plan.
- Provide expertise, support and professional development at whole school, cohort and individual to support improved student achievement.
- Provide support and advice on the teaching of students with learning disabilities.
- Work alongside classroom teachers to contribute additional expertise in planning, teaching, assessing and monitoring student achievement and progress.
- Support documentation of intervention responses for students requiring additional support.

Literacy for Life Programs

Oral Language

Oral language **is** communicating with others. It is a purpose for the development of speaking and listening in the child's education. Through this focus children have the best opportunity to develop into competent and confident communicators.

Objective:

To provide opportunities for:-

- building on prior knowledge, skills and experiences

- exploring language structure and patterns

- communicating with a variety of purposes, audiences and situations

- listening, responding, describing, summarising or retelling

- developing skills in logical and sequential expression of ideas and understandings

- predicting, hypothesising and investigating

- expressing and justifying own opinions

- introducing and practising the use of specialised vocabulary across all curriculum areas

- modelling correct language

- making links between oral and written language

- developing concepts and thinking processes

- students to work on meaningful and challenging activities as an individual and collaboration with others

Freebody (1993) concludes that there is a vast array of evidence that "The belief that decoding and encoding can be learned incidentally is….. misplaced". (Oral Language Project Murrumba District 2001).

Metalinguistics

Metalinguistic Awareness – refers to student's ability to understand the nature of language rather than using language to communicate.

Objective – develop and improve

- Word Awareness – what is a word

- Form Awareness – Syntactic / Semantic

- Pragmatic Awareness - Social Communication

- Phonemic Awareness – awareness of the concepts about the structure of words (individual phonemes)

- Phonological Awareness – awareness of the concepts about the way spoken words sound including an understanding that words can be broken into syllables, and understanding of alliteration, onset & rime and rhyme

Speech Intervention

Speech Language Pathology Intervention Program is addressed by Karen Hill, teacher aide. This program is for students identified by the Speech Language Pathologist as requiring additional and regular support for their speech and language development.

The focus at Worongary State School is to:
- Improve the student's ability to produce sounds in all positions in order to increase their general intelligibility

- Improve language structures and patterns through rhymes and stories

- Provide opportunities to develop language through individualised programs

- Assist students to recount experiences within and outside school

- Use appropriate vocabulary to support and clarify messages

- Address social skills – following direction, turn taking and listening strategies.

Support A Talker
What is Support a Talker?
- An early intervention plan designed to support language delayed prep, year one and/or year two students
- The aim of SAT is to provide children experiencing language delays the opportunity to interact regularly with a supportive adult to enhance the child's language learning
- Language experiences are provided through small group interactions with the SAT tutor.

ELF – Early Literacy Foundations Support Programme (U.Q.).
Purpose

- To assist students to avoid the damaging and often expensive social and educational underachievement that occurs when literacy is delayed.

- The ELF support program is an innovative intervention program designed by Speech Language Pathologists and Occupational Therapists for use in the early years of schooling.
- Its aim is to provide students with strategies to boost their literacy. It provides students with extra intensive and strategically based practice to help them maintain steady growth in learning the skills needed for literacy development.

PAL – Phonological Awareness for Literacy

Pal is designed for students 7.5 – 14 years with mild to severe phonological awareness / processing difficulties associated with difficulties in decoding (reading) and encoding (spelling) words. The program was developed in an inter-disciplinary manner by Speech Pathologists and Occupational Therapists in consultation with teachers.

Bright Sparks – Enrichment
Year 1 & 2
Objective:

- To teach students a range of reading strategies to make meaning.
- To promoted confidence in using a variety of strategies to identify and comprehend more complex words.
- To enable students to adapt their reading to different types of texts.
- To encourage students to comment on, and critically analyse a variety of texts.
- To analyse the purpose of texts and the author's intent.

Cued Articulation

Cued articulation is a visual cue to simplify the organisation and pronunciation of spoken English. It consists of hand signs to help pronounce and or sequence the consonant sounds of spoken English.

Objective:

To explicitly teach phonemes using cued articulation (visual cues) to provide study with an additional visual tool to improve literacy/language for all students.

Literacy Enhancement

Literacy enhancement is a school based program designed by Key Teacher and Support Teacher Literacy and Numeracy.

The program is a modified version of a combined Support a Reader and Support a Writer. There is also a strong emphasis on phonological awareness activities.

The program commences in Term 2 for Year 1 students and continues for twelve months. The students exit the program at the end of Term 2 the following year.

Literacy Enhancement is a pro-active, intervention program and the students are identified via the Year 2 Net continua / P – 9 indicators.

Objective:
To provide additional support for the identified students in order for them to achieve all the validation indicators in the Year 2 Net / Year 1 verification task.

A specially trained teacher aide works with the students in small groups.

The funding is accessed through the Literacy Enhancement Grant.

Year 2 Net Intervention
Year 2 Net Intervention is a state funded initiative providing support for students who do not achieve standardised benchmarks in Year 2 Net validation.

Objective:
To provide additional support for those students identified via Year 2 Net as requiring literacy / numeracy intervention.

The Literacy Program includes components of

- support a reader
- support a writer
- phonological awareness
- phonics
- oral language
- spelling
- genre writing
- comprehension

The numeracy program includes activities for all Phase C indicators in number.

EASIPS
ITAS is supplementary assistance provided under the Australian Government's Indigenous Education Program for 2005 - 2008 Quadrennium.

Objective:
To provide a tutorial strategy that provides the best opportunity for improving English literacy and numeracy attainment of Indigenous students. Funding allocation is based on the number of Indigenous students who have not met the benchmarks in the Year 3, 5 & 7 tests.

EASIPS

IESIP is a state funded initiative to promote Indigenous cultural awareness within the school community and to improve academic standards for all Indigenous students.

Objective:
To establish cultural activities for indigenous students (eg. Culture Club, celebrating of NAIDOC week.

- to timetable Indigenous students for support in literacy and numeracy in early years.

3/5 Intensive Support

The initiative has been developed by the Department to Support the learning needs of middle school students. The process includes negotiated learning of skills and strategies to improve literacy pedagogy.

At Worongary State School the class teachers consult with curriculum leaders including the support teachers in order to improve literacy standards.