

SUPPORT PROGRAMMES

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Math and Literacy Learning Support Programme

Withdrawal programmes for Literacy and Math does not happen as it is the teachers responsibility to make learning accessible for students in their classrooms. You make the most impact and create the most holistic learning programme and are trained in differentiation.

In saying this, it is the teacher's responsibility to communicate to the DP: Guidance and Support around ways that the students can be supported in the classroom. The LSC's (Learning Support Co-ordinators) will also initiate and develop Learning Support interventions through collaboration with the DP: GAS. They will also provide experienced guidance and support for teachers and Learning Assistants in regards to supporting students access the curriculum.

Pause Prompt Praise

Pause, Prompt Praise is a peer tutoring strategy that is based on the premise that children learn to read by reading. The strategy ensures that frequent oral reading occurs using appropriate material and 1-1 attention from a peer tutor provides support and encouragement.

The tutors are able readers who support less able readers (tutees) in developing reading strategies to solve unknown words and reading fluency through practicing.

- Less able readers are tutored by a more able reader on a 1-1 basis.
- Tutors are trained to provide specific 'scripted' tutoring.
- Reading material for the tutee is at their instructional level
- More able readers (tutors) reinforce the use of excellent reading strategies by tutees, using a specific three stage process of pausing, prompting and praising.
- This initiative provides an opportunity for less able readers to READ TO SOMEONE EVERYDAY!
IT IS AN EXPECTATION THAT THIS IS DONE DURING DEAR TIME ONCE TRAINING HAS TAKEN PLACE AT YEAR'S START

ESOL Programme

- In-class support for MOE funded (may include students who are no longer eligible for funding) ESOL students for whom English is their second language. This programme is coordinated and implemented by the Learning Assistant with expertise in ESOL in collaboration with the DP: Guidance and Support.

MI MATES

- Run by Deputy Principal: ePC
- Purpose is about helping solve friendship problems, minor incidents etc and that all children learn to take ownership of maintaining a positive school culture.

Quick60 Programme

- Quick60 is a small group intervention programme designed to bring groups of up to five struggling students to year-level in reading and spelling in 60 quick lessons or fewer. Quick 60 is a fast and easy-to-administer programme.
- It provides explicit instruction in all the elements needed for reading acquisition and development built into original high-quality resources, strictly levelled books, and a systematic series of planned lessons.
- The books are all factual and photographed which makes them look and feel more mature than the text actually is.
- Students identified by Humanities and/or form teacher with assistance from Learning Support teacher and DP: Guidance and Support and AP: Learning and Teaching

Reading Together

- Reading Together® is a programme facilitated by the Teacher In Charge of the Library that encourages parents to read with their children at home and to make use of the school and community library. The four sessions take place at school of an evening with one session being held at Manurewa Library.

SUPPORT TEACHERS

We are very fortunate to have much support in the school for children and staff.

In addition to the Specialist Teachers we have the following support:

- **Deputy Principal: Guidance and Support** - coordinates and monitors all learning and guidance support across the school (includes ESOL, Learning Support/SENCO, Professional Support [in consultation with Principal], ORS and Teacher Aides) and works with small groups or individuals.
- **DP: ePC** - coordinates and monitors all behavioural support across the school (includes Professional Support [in consultation with Principal], Teacher Aides, Guidance/Counselling etc) and works with small groups or individuals.
- **Learning Support** – Specific teachers will have Learning Support periods timetabled into their weekly timetable. The teachers will work with identified students who need support with their learning. Students identified for this support will be chosen due to the need (maybe working just below, at or above). For 2019 we are keeping classes at 22-25 students therefore learning support is the classroom teacher's responsibility first and foremost.
- **School Counsellor** – available to work with students/families four days per week. This includes co-ordination of programmes that support our students.
- **Resource Teachers of Learning and Behaviour** – work in our school with groups or individuals as needed.
- **Learning and Pastoral Assistants** – eight assistants to work with small groups or individuals; assisting with general day to day organisation and learning.
- **International Learning Assistants** – recruited through the University of Denmark they come to us on a volunteer basis for up to six months, to be learning assistants who work with small groups or individuals; assisting with general day to day organisation and learning
- **Other external interventions** – e.g. agencies, Maori Youth Workers, Counsellors, Social Workers.