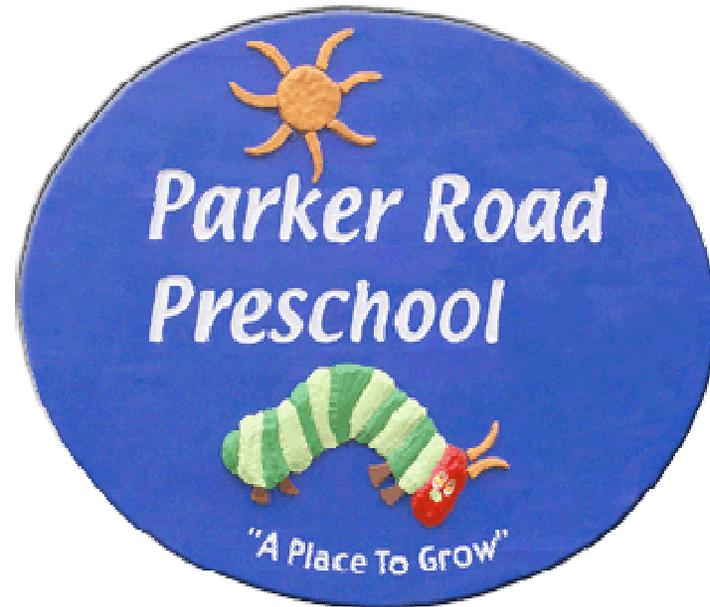
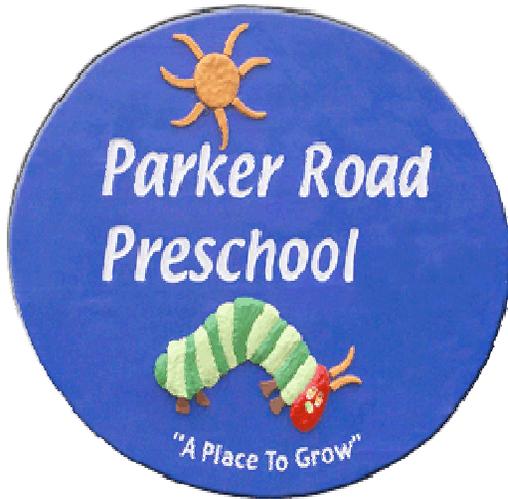


Parker Road Preschool Volunteer Information



Thank you for being part of our community!



OUR MISSION & CORE VALUES

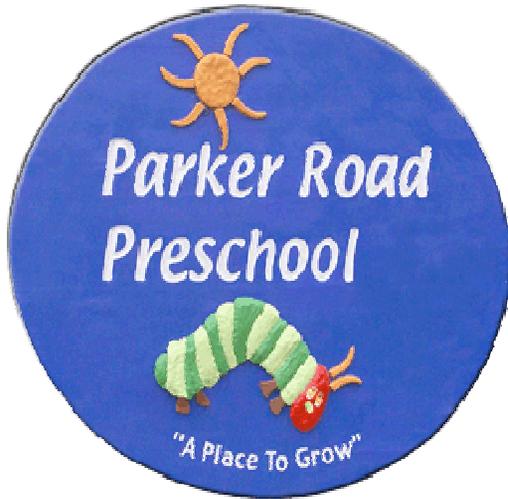
It is our mission to provide every child the tools with which success can be achieved.

Our Core Values...

Encourage each child to question, to wonder, and to explore his or her environment,

foster growth by imparting to each child the ability to make responsible decisions, and

recognize that every child has the ability to succeed.



Preschool Volunteer Information

1. Confidentiality
2. Communication
3. Interacting with Children
4. Classroom Behavior
5. Instructional Strategies
6. General Expectations

Confidentiality



- Information about students and their families is considered confidential and should not be mentioned outside the classroom. Relevant information is shared between the classroom teacher and the volunteer to provide optimal interactions between volunteers and children.
- What is seen and heard in the classroom must remain there. Should others (parents, guardian, other members of the staff) approach you about sensitive matters, it is best to refer them to the classroom teacher.

Communication



- Communication between the classroom teacher and the volunteer is essential. When you have questions, please ask and the teachers will do the same!
- Whenever possible the teacher will provide written directions for new procedures in order to avoid any miscommunications. In the event that the directions are not as explicit as possible, please ask detailed questions about anything that needs clarification.
- When communicating with students, the volunteer is encouraged to speak clearly and to give explicit directions once he/she has the students' attention. You are encouraged to be an active listener to children's comments and to support their language skills by providing appropriate models.

For example if the student says, "I falled off my bike", you might like to respond with "Oh, you fell off your bike. That must have hurt." In this way the adult is not directly correcting the child; instead he/she is modeling the appropriate language the child should be using.

Interacting with Children



- All adults are expected to interact with children in a respectful manner. This may be difficult when groups do not share the same values; however, it is essential that all children are treated respectfully.
- It is always best to get down to the child's physical level (by squatting or sitting) to interact with him or her. This facilitates communication by allowing the adult and child to make eye contact at the same level.
- When instructing children it is important to encourage them to take a risk, to try something they have been reluctant to attempt. Guided inquiry, asking children questions about a topic and supporting their concepts until they come up with their own conclusions, is a powerful way for children to learn.

Interacting with Children



- Children are encouraged to develop their own self-help skills (zipping coats, opening snack packages, etc.) in order to be as independent as possible. The best way to do this is through “backward chaining”. Initially offer the child support through the entire process. Next time, move to a level where the child completes the last aspect of the task on his/her own. Continue the process until the child gradually is able to do the entire task by him/herself.
- If a child shares information with a volunteer that is sensitive in nature, the volunteer needs to relay the comments to the teacher as soon as possible without making the child who shared information feel uncomfortable.

Classroom Behavior



- The principles of the Responsive Classroom are incorporated into the our classrooms. From the first day of school students are encouraged to be kind and considerate of one another. Respect for one self and others is stressed. Collaboration and cooperation are modeled and reinforced.
- The adults in the classroom are encouraged to provide students with models of good behavior and to "catch children being good" by making explicit positive statements about a specific individual's behavior.
- Children are made aware of rules and consequences. When classrooms rules are not followed an adult follows-up with the child in a fair manner with the student and/or adult providing suggestions for how to follow classroom rules and make good decisions.

Classroom Behavior



- When students do not follow the classroom rules the situation should be handled in a matter-of-fact manner. Statements such as "No, thank you, we don't do that here" are appropriate. False threats such as "If you do that again, you won't be able to ..." are inappropriate. With this approach children may feel that the adult is daring them to do it again and will do the action again to see whether the consequence will be carried out.
- Children may test each adult with whom they interact by challenging classroom rules. As a volunteer, please help guide a child's behavior with modeling what you expect, however, do not hesitate to involve the classroom teacher in any situation that you think needs her attention.

Instructional Strategies



- Preschoolers are very curious! They are active learners who are thrilled with their accomplishments and who strive to please the adults with whom they interact. As a volunteer, it is important to encourage each child to do his/her best. "Best" will vary according to the individual.
- From time to time children will need direct one-on-one assistance with a task. It is always best to ask the child if he/she needs help before initiating assistance. Verbal prompts given to a child throughout the task may be all that is needed.
- The development of a child's verbal expression is one of the most important tasks at the preschool level. It is important to help students expand their vocabulary as they make comparisons, provide explanations, describe procedures, or initiate conversations. Frequent verbal interactions with students as they work and play promotes this development.
- As the classroom teacher models art projects, math games, science experiments, etc. to the students it is important for the volunteer to observe the process in order to facilitate the demonstrated activity later in the learning centers.



Expectations



- Sometimes a volunteer may be in the classroom for a specific project, activity, or center time and other times a teacher may need a volunteer to do some projects and work outside of the classroom.
- Some children do not respond well to having their parent in volunteer in their classroom. This is not atypical! If this happens we will work out a way to help your child with your presence as a volunteer or determine another way for you to volunteer.
- There is a sign-in book located at the front desk of 15 Parker Road and the Cubbies at 2 Wesleyan Terrace. Please sign-in and wear a school badge.
- In the event that you are not able to volunteer for a predetermined time please contact the teacher as soon as possible.
- Likewise when a teacher knows that a school event will interfere with a planned volunteer opportunity, the teacher will contact you to cancel or re-schedule.

THANK YOU!!!