



Magazine 2C – Education Support

This document provides a transcript for the audio in Magazine 2C – Education Support. It includes a text copy for interviews, presenter videos and activity audio.

Slide Image	Transcript
	<p>CARING FOR COMMUNITY Issue 3</p> <p>Education Support</p> <p>Interviews with assistant teachers.</p> <p>+ How to work out percentages</p> <p>Meet Shirley & Noela</p>
	<p>Presenter, introduction to education support 0:58 minutes</p> <p><i>Welcome to PreVET.</i></p> <p><i>Hi. You're about to meet Simon, Shirley and Indra. They're assistant teachers in Ji-Marda Homelands and Maningrida schools. They help students with learning in the classroom and helping out in the playground as well.</i></p> <p><i>They're an important link between the teachers and the students. This is because they can model the teacher and help the students learn. They usually can speak many languages, and they help get students the most out of their school day.</i></p> <p><i>Noela is the home liaison officer. She works at Borroloola and is responsible for communication between the school and the community. She also tracks attendance records and encourages kids to stay at school.</i></p> <p><i>Let's have a look.</i></p>



Indra Prudence, Assistant Teacher, West Arnhem region
1:22 minutes

My name is Indra Prudence, and I'm working at Ji-Marda Homelands School as a teacher—assistant teacher. I plan activities by myself or sometimes visiting teacher.

The kids write their stories in the book and we save into a laptop. They goes into Microsoft Office and put the photos in and stories—their stories—and they save it.

To look after kids; that's my responsibility. Yeah, keep them safe. Yeah, that's my responsibility. If I go out at home, I should tell my family members to look after the schools.

I need to study more teaching to get more knowledge to teach the kids right way.

I like enjoying teaching, but I need to learn more, to study, and to get knowledge and to teach more. We need to teach them like right way.



Simon Pascoe, Assistant Teacher, West Arnhem region
3:10 minutes

*Okay, my name is Simon Pascoe, and I live at Maningrida before, but I changing over to work my mother's country, homeland, called **Gambiri**.*

*My work...I find it's how to become a teacher—assistant teacher. And it's great to be, like, helping my mother's homeland to keep it strong. And even kids from **Gambiri**, even other outstation like Wurdeja, Ji-Malawa.*

Right now I've got knowledge and understanding and, like, respect because I will look back the way it was. It's bit different now, different activities, like, you know, iPad, computers...and we've got, like, we got two ways to play, like, with the maths and reading. Do it with the book or sometime we do it with the laptops, computers, yeah, or iPad.

Very exciting to me now. I love this work now and it's in my heart, too, and I always...when I go back and think how I have to, like, become like a teacher—very good teacher—that's why I think about that one.

It's going to be like a good life when, like, to me right now, I got good life. I explain to them: we not different, we one family, we've got one

river and one road.

So they can understand, kids. Like school kids from up school and preschool. Some of them preschools I know they smart now, because today, I know. They smart then, because I was helping them, because they know, they know me. I trust anything, you know, like iPad or reading, I do reading to them too, in the morning.

They understand what I mean, like, because they respect me, and I respect them.

I've been reading papers someone send me. I'll read that paper because I know little bit of reading, yeah. I can say, ah, 'I know what this mean that they send me, yeah, it's about maybe going excursion.' Reading email, too. I always read that emails.



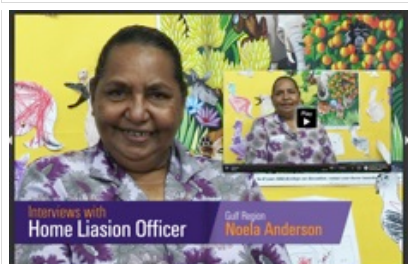
Shirley Turner, Assistant Teacher, West Arnhem region
1:52 minutes

[introduction in language]

Hello, my name is Shirley Turner. I'm come from Alice Springs (Alice Springs is Mparntwe), and I'm Arrernte person, and I am here in Maningrida. I'm here at Maningrida School. I'm assistant teacher here.

Right, for assistant teacher, like, to help the students, you know, 'cause now we got non-Aboriginal teachers and Aboriginal teacher working together, and it's good so we can do it both. So both knowledge for our both side, you know: non-Aboriginal and Aboriginal sides.

The reason I wanted, like, do teaching, is, like, like teaching, teaching the kids, like, I used to help...when I used to go to school I used to teach my teachers too, my school teachers, and they used to say 'oh, you might as well be a school teacher because you like teaching...you know, the kids listen to you in their class'. And I was thinking yeah, I might as well be a school teacher and it's really good because, you know, I really want to teach our kids.



Noela Anderson, Home Liaison Officer, Gulf region
2:21 minutes

My name is Noela Anderson, and I work for the Borroloola School. I'm the Home Liaison Officer here, and I've been here for the past 10 years.

In a school, well especially in a remote-community school, a home liaison officer does everything. You chase up lunches when the

students have no lunch. You notify parents if they need to liaise with one of the teachers. A home liaison officer also deals with naughty children on a daily basis, and in a school the size of Borroloola we got 280 on the roll, and I have to cater for every single one of those students' needs.

Well, the thing that motivates me the most is that one day I'd like to see Indigenous students running our resource centre, which is Mabunji up there. Mabunji is our main resource centre in Borroloola that caters for all the outstations and Indigenous needs and stuff. At the moment we've got non-Indigenous people running it. One of my aims is to get students to school to be able to run their own show in Borroloola.

Because we're so far away from any major town, we have to look after ourselves here mainly. One of the things that I'd like to see is...because you know how people that don't come from here come in and stay a short while and then go.

We're starting to learn how to get by in Borroloola, cope. The students coming to school now are a lot better than when I started here. The parents realise school is important for their children, and hopefully we can get them to come on a daily basis.



Presenter, introduction to activities
0:37 minutes

You're about to see what Indra, Simon, Shirley and Noela do in their work.

Indra and Simon show how important modelling and encouraging students is for their job.

Shirley has a lot of literacy responsibilities. Shirley helps students build their vocabulary.

Part of Noela's job is working out percentages for attendance records. She can also communicate this information to people who are interested in what's going on at the school.

Let's have a go at some things that these people do in their jobs.



Education support

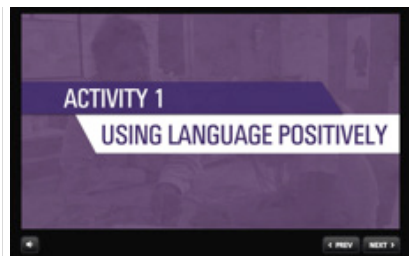
Using language positively: in this story, you'll see Indra and Simon working with the students in the school, using language positively and building students' confidence.

Vocabulary: in this story, you'll see Shirley working with students, helping them learn about writing and vocabulary.

Calculating attendance records: in this story, you'll hear Noela talk about how she does her work as a home school liaison officer.

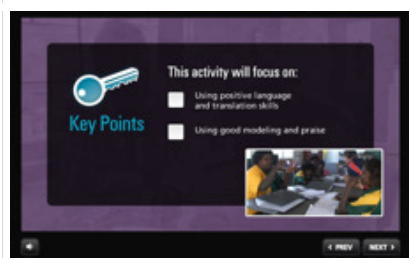
Slide Image

Activity 1 Using Language positively



ACTIVITY 1 Using Language positively

In this story, you'll see Indra and Simon working with the students in the school. They need to have a good relationship with students, and they do this through using language positively and building students' confidence.

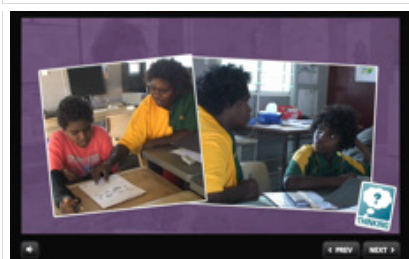


Key Points

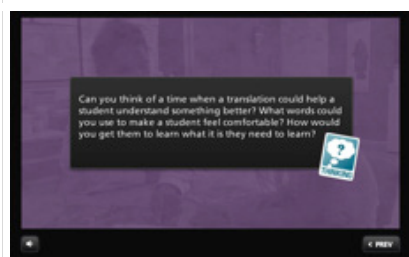
This activity will focus on:

- Using positive language and translation skills
- Using good modelling and praise

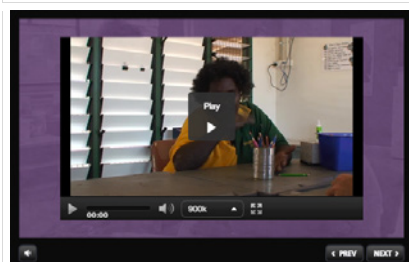
Every day, Simon and Indra think carefully about how they talk to their students and how to get them to learn more. Listen and watch for how they help the students, as well as how they get them to do work independently.



You'll see Indra using positive language and translating from English into Burada to help the student. This makes learning easier for the student as well as gives them a role model to show them what is possible. Using language to help the student's efforts also builds a good relationship.



Thinking: Can you think of a time when a translation could help a student understand something better? What words could you use to make a student feel comfortable? How would you get them to learn what it is they need to learn?



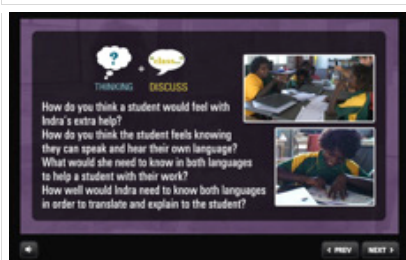
Indra, Assistant Teacher
1:13 minutes

...mostly we use language in the classroom—sometimes English language and sometimes Burada language. To help them kids understand both ways.

[Indra first speaks in language with student]

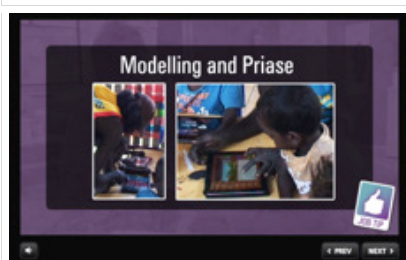
In English: *this is part of a cherry. Draw the other parts to make the whole cherry.*

Sometimes I ask kids to read the story to me. Sometimes I read the books to them. I tell them what's happening in that stories. Kids, they understand. I translate; like first sentence I read the stories so the kids don't understand, I translate to them what happened. And the second sentence, again.



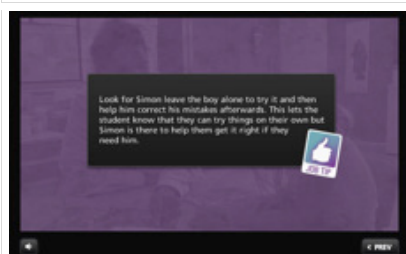
Thinking + Discuss

How do you think a student would feel with Indra's extra help? How do you think the student feels knowing they can speak and hear their own language? What would she need to know in both languages to help a student with their work? How well would Indra need to know both languages in order to translate and explain to the student?



Modelling and Praise

Simon shows a student how to write the word 'bee' then leaves him to try 'bear' on his own. This is called 'modelling' and is also a big part of building students' confidence and positive relationships.

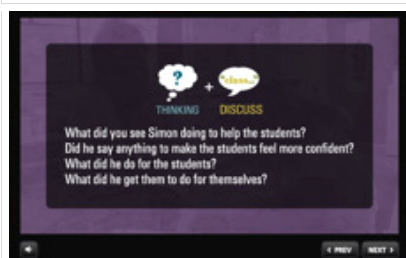


Job tip: Simon lets the boy try on his own first, then helps him check his work. This lets the student know that they can try things on their own, but Simon is there to help them get it right if they need him.



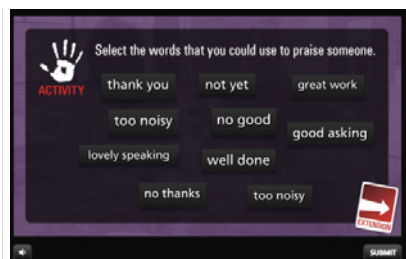
Simon, Assistant Teacher
1:23 minutes

[Audio of kids chattering, music and Simon speaking quietly to individual children who are tracing words on the iPad]

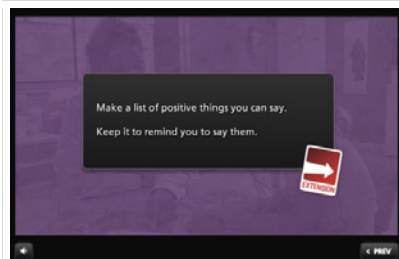


Thinking + Discuss

*What did you see Simon doing to help the students?
Did he say anything to make the students feel more confident?
What did he do for the students?
What did he get them to do for themselves?*

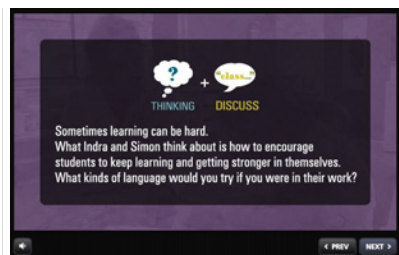


Select the words that you could use to praise someone.



Extension

Make a list of positive things you can say. Keep it to remind you to say them.

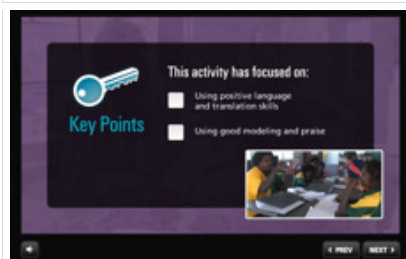


Thinking + Discuss

Sometimes learning can be hard.

What Indra and Simon think about is how to encourage students to keep learning and getting stronger in themselves.

What kinds of language would you try if you were in their work?

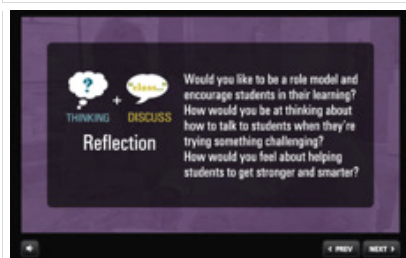


You've thought about what kinds of language is required to support students in their learning. You've also discussed ways to build positive relationships with students you are trying to encourage to learn.

Key Points

This activity has focussed on:

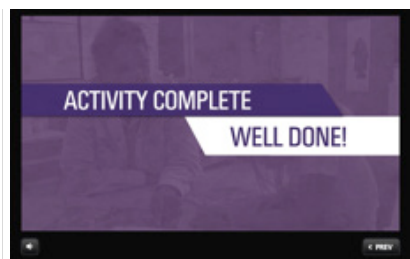
- Using positive language and translation skills
- Using good modelling and praise



Would you like to encourage students when they are trying something challenging?

Are you good at choosing your words carefully and thinking about how to talk to people?

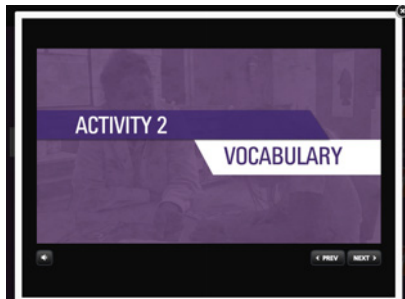
How would you like to support students to get stronger in themselves?



Activity complete. Well done!

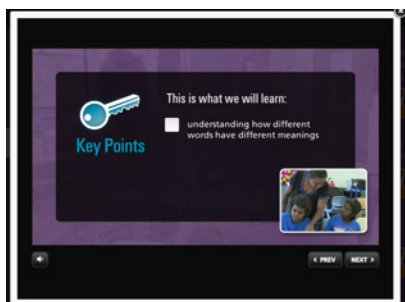
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Activity 2 Vocabulary



ACTIVITY 2 Vocabulary

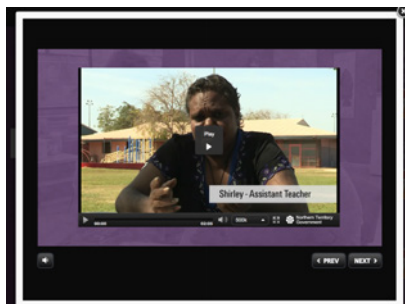
In this story, you'll see Shirley helping students learn about vocabulary, or what different words mean. Watch for what kind of vocabulary they are looking for in the story they are reading. Choosing the right words helps people read what it is you are writing and completing things like bank forms, time sheets and emails.



Key Points

This is what we will learn:

- Understanding how we can use a wide range of words.



Shirley, Assistant Teacher

2:05 minutes

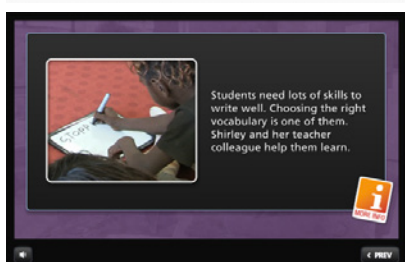
Today...me and Jess was, when Jess was telling the story...we did about to highlight the words so the kids can know because we did the about the sounds, how the sounds of the words, so they can recognise, you know, like, to recognise words with those sound words.

[Jess, the teacher, speaking to the class from the whiteboard and Shirley sitting with the students helping them complete the activity.]



Shirley helps the students find certain words, or 'vocabulary', in the story they are reading. This helps the students learn about how different words have different meanings and different effects when you are reading them.

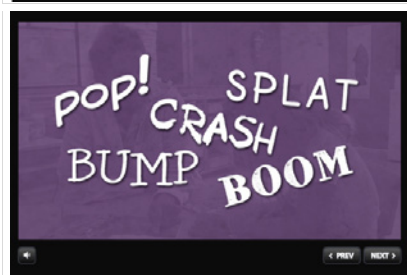
Whenever you learn new things, like in a new job, you will need to learn new words. Most people continue to develop their vocabulary throughout their life.



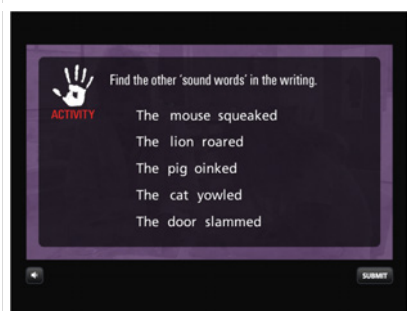
More info: Students need lots of skills to write well. Choosing the right vocabulary is one of them. Shirley and her teacher colleague help them learn.



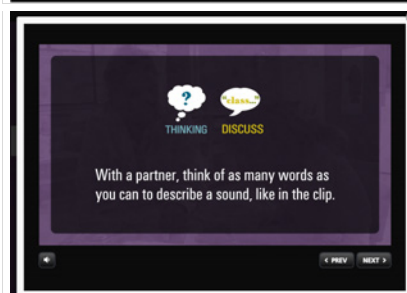
The students in Shirley's class had to choose the words which were 'sound' words, or words that described a sound.



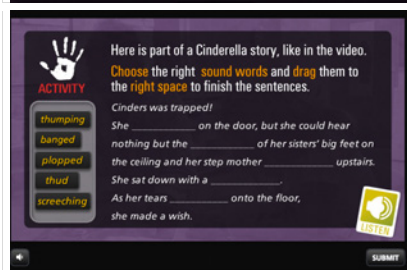
These were words like 'crash', 'bump', 'splat', 'boom' and 'pop'.



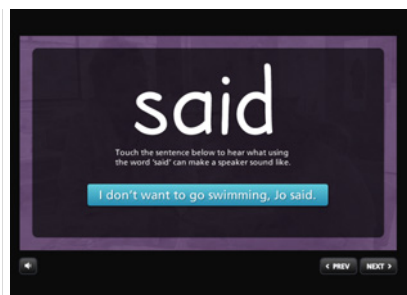
Find the 'sound words' in the writing:
 The mouse squeaked.
 The lion roared
 The pig oinked
 The yowling cat
 Slam! Went the door



Thinking + discuss: With a partner, think of as many words as you can to describe a sound, like in the video.

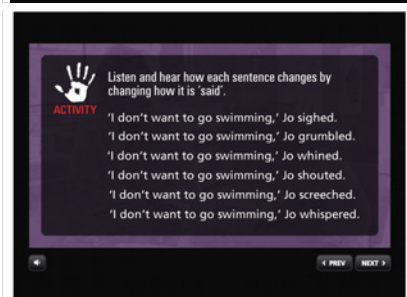


Activity: Here is part of a Cinderella story, like in the video. Choose the right sound words and drag them to the right space to finish the sentences.

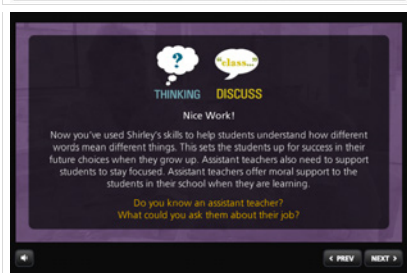


How many times have you seen this word in a story?
Vocabulary choice helps make reading and writing more interesting.
When someone reads, they sometimes imagine the story, like a movie in their mind.
Using interesting words can help the reader enjoy the story more.

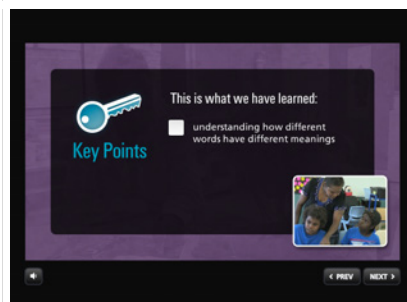
'I don't want to go swimming', Jo said.



Activity: Click to hear how each sentence changes by changing how it is 'said'.

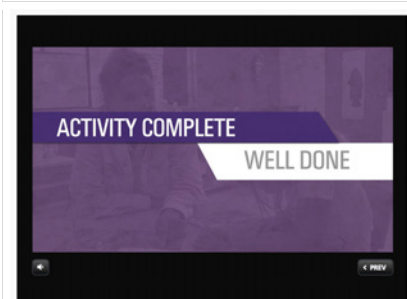


Class + Discuss
Shirley helps students understand that they can use a wide range of words. This sets students up for success when they grow up. Assistant teachers also support students to stay focussed. Assistant teachers encourage students when they are learning. Do you know an assistant teacher? What could you ask them about their job?



Key points
This is what we have learnt:

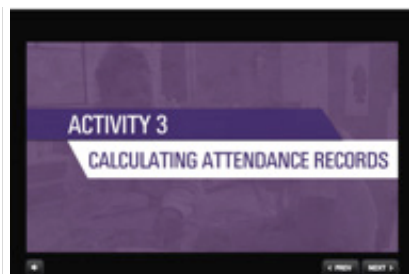
- Understanding how we can use a wide range of words.



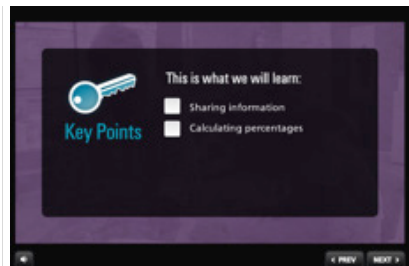
Activity complete. Well done!

Slide Image

Activity 3 Calculating Attendance Records



Activity 3 Calculating Attendance Records



Key Points

This is what we will learn:

- Sharing information
- Calculating percentages



Noela, Home Liaison Officer

0:49 minutes

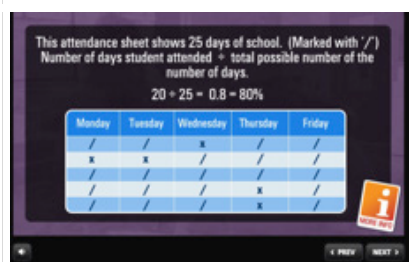
So, more kids are coming to school now. For my role, I had to learn to use the computer to access SAMMS so that I can do attendance for students.

I have to, say, for instance, someone from another department asks how was this student...you know, how was their attendance while they were in Borrooloola? Well, I have to go through and find their attendance and give them an exact number. Their attendance in percentage. So, I do that as well.

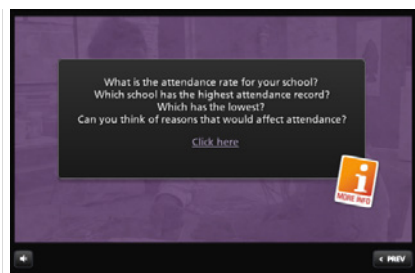


Percentage %

For Noela to report the school's attendance, she needs to be able to calculate them as a percentage. This means she has to work out how many times each student has been to school out of a total possible number of the number of days.



The attendance sheet shows 25 days of school. '/' means the students was there. Number of days student attended ÷ total possible days.
 $20 \div 25 = 0.8 = 80\%$

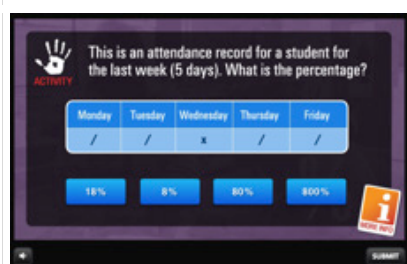


More info:

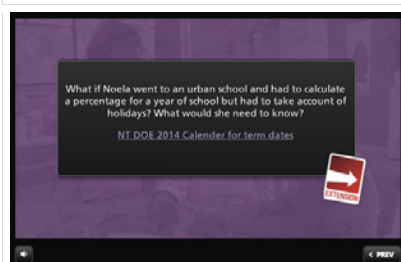
What is the attendance rate for your school? Which school has the highest attendance record? Which has the lowest? Can you think of reasons that would affect attendance?

Click Link:

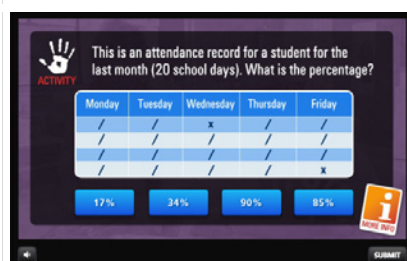
http://www.education.nt.gov.au/__data/assets/pdf_file/0020/34661/T4-Average-Enrolment-and-Attendance-by-School-T1.pdf



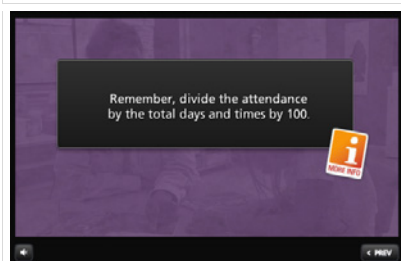
Activity: This is an attendance record for a student for the last week (5 days). What is the percentage?



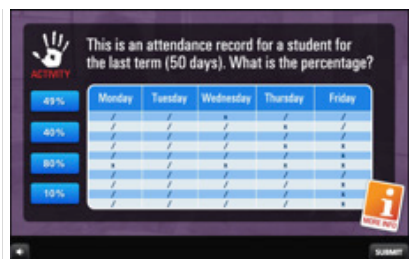
Extension: What if Noela went to an urban school and had to calculate a percentage for a year of school but had to take account of holidays? What would she need to know?



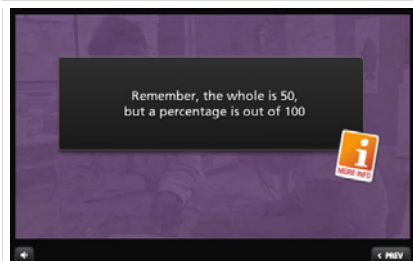
Activity: This is an attendance record for a student for the last month (20 school days). What is the percentage?



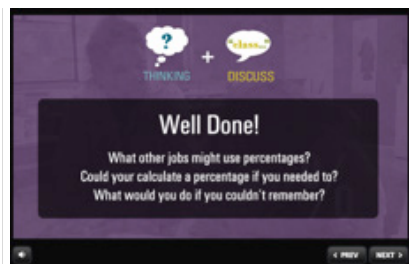
More Info: Remember, the whole is 20 but a percentage is out of 100. Choose the right percentage.



Activity: This is an attendance record for a student for the last term (50 school days). What is the percentage?



More info: Remember, the whole is 50 but a percentage is out of 100.



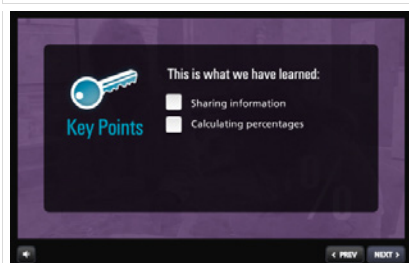
Thinking + Discuss

Well done!

What other jobs might use percentages?

Could you calculate a percentage if you needed to? What would you do if you couldn't remember?

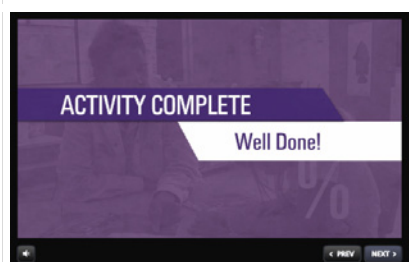
Now you've had a look at the part of Noela's job which works with percentages and sharing that important information.



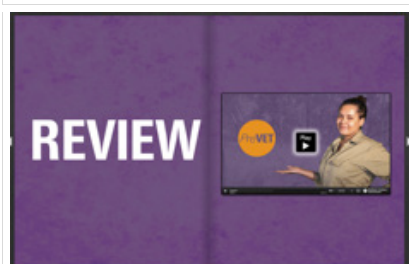
Key Points

This is what we have learnt:

- Sharing information
- Calculating percentages.



Activity complete. Well done!



Presenter, review

0:42 minutes

Hi. You've just learnt how Indra and Simon support and encourage students in the classroom. They've done this by translation, positive language and modelling.

You've seen Shirley help the students to learn and use new vocabulary.

You've also had a go at doing percentages like Noela does in her attendance records.

Lots of jobs require accurate spelling, reading and maths skills on a regular basis.

What do you think about trying these skills out?