

Time to Compute Induction Pack

I am delighted to welcome you as a volunteer on Time to Compute 2006/2007.

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Role of a Volunteer

Volunteers are not expected to take the place of a teacher but are there to give encouragement to children, helping them to relax, gain confidence and enjoy ICT. Volunteers from business can also function as role models to children who are unfamiliar with the world of work.

Because of backgrounds, monetary, behavioural or ethnic reasons, many children of all ages need this help to develop basic skills for their future.

As a volunteer, you will work with children from eight years old at Key Stage 2, (usually P5 or P6), for at least one academic year with the option to continue if workload and your employer permits.

You will spend one hour per week in a room outside of the classroom helping with ICT and you will build relationships of friendship and trust with them. The sessions are usually scheduled for early in the morning or before lunchtime.

Working with children isn't a daily routine for many business employees. But those who have already taken the plunge report outstanding results – for themselves as volunteers as well as for the young people.

The opportunity to meet regularly with someone who goes to work gives the children the chance to develop their communication skills.

People who take part in any of Business in the Community's 'Time to...' programmes, talk of their pride in what they are doing and the delight they feel about making a difference. They also talk of the chance it has given to bring together people from across the company, as this is an activity which anyone at any level can get involved in. Participants also claim it has developed their listening and coaching skills. But most of all they say that it is fun – something to look forward to in the busy working week.

A short time out of one's week can make a wealth of difference to children who just need to be made to feel special!



Volunteer Guidelines

- Be reliable, maintain regular attendance. Always contact your school as early as possible if you cannot make a session. Keep contact details of your company coordinator (relief volunteer, if there is one), and your fellow volunteers in the school so that you can let them know.
- Always check in/sign in/make yourself known before starting your activity according to the school's security system.
- It is advisable to carry or wear proof of identity. Your company identity card is fine, if you have one.
- Remember, you will NEVER work alone in a room with a child. If, for any reason you find no other volunteers have arrived, seek guidance from the school office, co-ordinator or principal.
- We recommend that volunteers do not give individual gifts to their children – including money, sweets or chocolate. You may wish to liaise with other volunteers to arrange special occasion presents, outings (see info sheet enclosed) or company materials.
- Remember to: Listen; Move at the child's pace; Build confidence; Maintain interest; Stay focused; Be positive; Enjoy yourself.
- Remember that the activities you do with the child should be fun for you both. However you are in charge and it is important that a child does not take control of a session or be disruptive to you or other children.
- Schools have been asked (as a minimum requirement) to arrange to meet with volunteers during the last session of each term. At this time you should be able to meet with your children's teachers to discuss progress and deal with any issues. Please talk to your individual school about this meeting.

Child Protection Guidelines

You have a responsibility to know about child protection and to follow good practice, including what procedures to follow when concerns arise. **Whilst you will be working closely with children, you will never be on your own with one child.** You will be working with your colleagues, in groups of two or three in the same room. In the event that your colleagues are unable to attend on a particular day, please seek advice from the school coordinator or principal before taking the children.

In the event of a child disclosing abuse:

- Listen to the child, rather than question them directly.
- Offer them reassurance without making promises, and take what the child says seriously.
- Never stop a child who is freely recalling significant events.

- Don't overreact.
- Explain what you have to do and whom you have to tell.
- Don't question or interrogate the child.
- Record the discussion accurately, as soon as possible after the event, even if it is information you do not fully understand or like writing down. It is important – stick with it.

Every school has a designated person, usually the principal, to whom you will pass on the information. AT THIS POINT YOU WILL BE RELIEVED OF ANY RESPONSIBILITY. Upon your first visit to the school you will be introduced to the designated person.

If you wish to invite the children to your place of work, ask the school to organise to transport them. We advise that **you do not** take responsibility for transporting children.

If you have any questions or concerns at any time, please contact Graeme McKimm on (028) 9046 0606 or email: graeme.mckimm@bitcni.org.uk

First School Visit

Initial visit to the school

Business in the Community will arrange for your first visit to the school in which you will be volunteering. On that day you will meet the principal or school co-ordinator and the children (possibly parents). It is advised that before this meeting you consult with your line manager/work colleagues about times and days that you would be available to attend the school and then arrange a mutually agreed time for your first Time to Compute session. This is also an opportunity to familiarise yourself with the school premises and procedures.

At this meeting you need to find out:

- Directions to classroom/s if you will be collecting children
- Where you will be working in relation to classrooms
- Where are computers and materials that you may use
- Where you can safely leave coats and personal belongings
- Directions to nearest staff toilets, not children's
- Directions to staff room. Can you have tea or coffee?
- Where the school administration office is. For security reasons you will be checking in with the school secretary/administrator when you arrive each week.
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Other useful information you should obtain:

- A school year plan showing holiday periods

- Names of your children and their class teachers
- Name of coordinator in school for 'Time to' Programme
- School's phone/fax contact details in case you cannot attend. Also latest time they need to be informed.
- School's Fire Drill procedures
- Emergency and First Aid procedures in the school
- School's Policy for ICT, including e-mail and internet use

Visits to your Workplace

It can be a valuable experience to give your children the opportunity to visit your place of work. Those volunteers who have done this in the past were amazed at how an environment that seemed very familiar and even 'boring' to them was an exciting adventure for the children they volunteer with.

Permission needs to be sought firstly from your organisation and then the school principal and parents before an offsite visit can be planned.

We suggest that you do not tell the children about the visit until it has been confirmed with all involved.

If you give your school as much notice as possible (up to a term), they should take responsibility for the children's transportation to your place of work and provide accompanying staff.

The above also applies if you wish to take children on other visits.

Do not transport children in your own vehicle for insurance reasons.

Getting to Know the Child

How would..? What if ..? When could..? Why does..?

Questioning is an important learning tool and you should encourage the child to be able to respond to your questions and also to ask their own. Questions may be **closed** or **open**.

Closed questions tend to have a single correct or yes/no answer, eg What are four fives? Do you like maths?

Use more **open** questions if you want to encourage thinking and problem-solving. Your questions should aim to help the child to:

- Increase their understanding of what they are doing

- Explain what they are doing – can you tell me how you worked that out?
- Encourage them to make predictions and test them out – what would happen if.....?
- Learn to interpret their results – was that the best/only way to.....?

In your first conversations with a child, some of the questions below may be useful. Use caution, if you use too many at once it may seem like an interrogation.

- Q What are your favourite subjects at school?
- Q How do you use a computer in those subjects?
- Q Why do you like using a computer?
- Q Why is your favourite subject?
- Q What do you use computers for in your class work?
- Q Do you find using a computer easy or difficult? Why?
- Q What are your favourite computer games?
- Q How much time do you spend on a computer every week?
- Q What do you do if you don't understand something about using a computer?
- Q When do you ask the teacher for help?
- Q How do you think you could become even better at computing?
- Q What computer programmes have you worked with?
- Q Can you help me choose a programme that we could use together?
- Q What sort of computer skills do you think I use every day at work?



Managing ICT Activities

- As a volunteer on Time to Compute you need to become familiar with your school's ICT system which may be very different from your workplace.
- Each school will have their own policies and procedures for ICT and the school ICT co-ordinator will give you details of these.
- You may meet a variety of software or programmes, including the banded software package '**School box**', provided to NI schools by Granada through Classroom 2000.

Programmes and software should suit small group or individual use.

Some programmes are intended for individual use and may record the children's individual achievements. Programmes used for Time to Compute should require children to discuss their work and encourage interaction with their volunteer.

Will the software you are working with always be loaded for you until the children or you are able to do it unaided?

Part of the school's ICT policy will probably require children to load and save programmes. However, the class teacher may also decide to pre-load a programme for individual children to use in turn. These and other procedures will be discussed at your first school visit.

Remember that we all learn by mistakes. Help children to see it's ok to try.

It is important that children learn by discovery and achieve independence through personal and group problem solving.

Sometimes a task may take only a few minutes but often it will take a lot longer.

Be prepared to be flexible and patient.

Give the children time to work out answers and plan ahead.

Avoid the temptation to rush a child and reinforce the importance of thinking and planning, before doing.

Think about how your Time to Compute session time can be used well

You can have a chat while a computer is starting up.

Look for every opportunity to praise a child's success when completing an exercise or developing a computer skill.

This can include anything from a thoughtful response to loading software, saving a file, using a mouse, or providing a printout.

If the computer won't accept an instruction ask the co-ordinator for help until you are ready to do it yourself.

Try to familiarise yourself with the programmes beforehand. If necessary, run through the programme with the co-ordinator before and discuss what to do if the unexpected happens.

Useful Websites

Useful if you have access to a computer and want more information about a programme, computer terminology, or to get new ideas for activities for your children.

If you like playing with Kaleidoscopes then try this site. You can save them to clipboard with ALT/PRINT SCRN keys

<http://www.permadi.com/java/spaint/spaint.html>

Inside Art – An Art History Game

<http://www.eduweb.com/insideart/index.html>

At School – Thousands of National Curriculum led links and on-line activities to meet the education needs of Primary School children...

<http://www.atschool.co.uk/>

Creating and working with Magic Squares

<http://mathforum.org/alejandre/magic.square.html>

Argosphere – site that contains on-line interactive activities

<http://www.thebigbus.com>

Learn about the Internet – Welcome to the Web interactive learning

<http://www.welcometotheweb.org.uk>

Graphics

<http://freespace.virgin.net/barry.metcalfe/graphics.htm>

A Function Machine

http://freespace.virgin.net/barry.metcalfe/a_function_machine.htm

Data Handling

<http://www.cofton.bham.sch.uk/data31.htm>

'If' statements using Excel

<http://freespace.virgin.net/barry.metcalfe/index.html>

Granada – Current provider of software used in NI schools

<http://c2kschoolbox.granada-learning.com>

Literacy – Construct your own 'wacky' story.

<http://www.eduplace.com/tales/index.html>

Using LOGO

<http://www.teachingideas.co.uk/ict/logoinstrucws2.htm>

<http://www.teachingideas.co.uk/ict/files/usinglogo.pdf>



Health and Safety advice; maintaining child anonymity on website or in emails; electrical safety; safe use of screens, keyboards, seating, trolleys etc. see

<http://www.becta.org.uk/technology/infosheets/html/HandS.html>

For further advice on internet safety see the superhighways safety Pack

<http://www.becta.org.uk/technology/infosheets/html/internetsafety.html>

Kidsmart – Be safe and smart online

<http://www.kidsmart.org.uk/>

Microworlds 'Geoboards' – logo based activities which can be downloaded free of charge from the LCSi website

<http://www.microworlds.com/maths>