

Casual Relief Teacher information

It is vital that CRTs have the information required to maintain routines and watch for children who struggle with change. Teachers can use a template to create a folder containing instructions and information specific to their classrooms, and their students. Instructions should include any behaviour plans, along with routines of the day and other helpful information like where to find the regularly used songs, which brain breaks are used and other activities regularly used in each class.

Teachers:

Support staff:

Grade:

Learning area:

Principal:

Business manager:

Wellbeing team:

Staff room and first aid room code:

Location of:

- Pink card (for emergency assistance)
- Work program
- Cash sheet
- Roll
- Emergency Exit Plan
- Staffroom
- Yard duty
- Wet day routine:
- Eating in classroom:
- Special programs: [teacher, day, time]

Dear Casual Relief Teacher

Welcome to the _____ **Learning Area** at Carlton Primary School.

Staff at Carlton Primary predominantly work in teams and today you are part of the _____ **team**. Please follow the lead of the learning area teacher and refer to the guidelines below.

Check in with the learning area teacher to find out what today's work program entails. In the event that both learning area teachers are absent, please refer to the learning area 'Away Day' work program housed in this folder.

Please support the learning area teacher by:

- setting up resources and packing up at the end of the day
- supporting identified individual or small groups of students
- assisting with classroom behaviour management (see below for further information)
- leading or supporting learning experiences where negotiated

Please observe our school-wide positive behaviours:

- We are safe
- We are respectful
- We are learners

A detailed classroom learning agreement is visible within the learning area. When students do not demonstrate these behaviours, the school-wide 'reset procedure' is to be followed (instructions for the procedure are contained in this folder).

Positive consequences:

'Raindrops' can be awarded to students demonstrating the learning behaviours: reflection, curiosity, bravery, self-regulation and persistence. 'Rainbows' may be awarded when students demonstrate acts of kindness. Raindrops and rainbows can be collected by students from the main office and displayed in our foyer.

Specific learning area positive consequences:

- Being kind to other students
- Listening to the teacher and other students when sitting on the floor
- Putting your hand up and being brave to share your thinking

Thank you for your support.

Sincerely,

Students to be aware of:

- Eric – very active; often requires support to engage with the learning.
- Jack – very anxious; can run away when highly anxious.
- Abdi – can have difficulties engaging.
- Jayden – can refuse to leave for a reset. Often helps if he goes with a buddy. Best away from Billy and Ahmed.
- Billy – Best away from Jayden and Ahmed.
- Ahmed – very anxious; will self-select to “go to reset” when overwhelmed.
- Mohamed – may be non-responsive. If he refuses to leave the room for a reset, contact wellbeing support and calmly relocate the class.
- Pearl – can be disengaged with the learning and will do her own thing. One-on-one focus and a conversation about the work can help.

Do not hesitate to ask for help with any students. We maintain a positive, non-punitive approach with students, but you are not expected to deal with every issue alone.