**Preparing for quality three way conversations**

Suggestions for carrying out quality conversations:

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| **Procedures to ensure quality conversations are carried out by whānau teachers** |
| * Parent letters sent out giving good advance notice.
* Have appointments all sorted - if not sorted, ring home and suggest another date or time.
* Have parent packs ready.
* Have a good understanding of the student and their needs - holistic – family makeups and cultural knowledge and/or needs.
* Gather and **understand** all data - Get NCEA achievement records of learning.
* Decide what outcomes to aim towards achieving - have academic questions ready and have an idea of the focus of the conversation- goals.
* Have had professional development in staff meetings of the process, teacher packs, protocols to follow etc.
* Have a good understanding of the student and their needs - holistic.
* Study script (if using one) and order the information ready to distribute.
* Resource - NCEA Booklet - information for parents, Careers information for parents - university brochures, referral sheets for further appointments for specialists - careers, Deans, Subject teachers, HODs.
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| **Barriers and possible solutions to good academic conversations at PST Conferences?** |
| * Language/ Culture - English and subject knowledge - Use pupils, family, translators if necessary to interpret.

 - Have newsletters in the other languages and information evenings on NCEA by ethnicity groups. - Teachers learn to greet the families in their languages and  be sensitive to cultural differences.* Not knowing the process - prepare the student by having an Academic Counselling 2 way session previously so the student will know what will be happening in the interview and get them to advise the family of what will be shared.
* Confidence of teacher - role play prior to the session/ Have scripts for the conversations - with ‘what if…..?’ scenarios.
* Not having up to date real time data - the data must be up-to-date for realistic goals to be set for the student - teachers to ensure this is done - deans to follow up - set deadlines.
* Relationships between staff and parents – preparing the parents for ???
* Discussions: information through letters, phone calls, parent groups on what will be discussed.
* Knowledge of the learner - teachers need a good knowledge of the student’s capabilities and have realistic expectations for them.
* The time of day and where the meeting is in relation to others - maybe at the end of the day - teacher fatigue, parents having to leave work to get there - stress factors.
* Teacher preparation for meetings is inadequate - ensure adequate professional development is undertaken and that there is support where and when needed. Teacher buy-in is needed for this to be successful.
* Not having the student goals set - ensure Academic Counselling has occurred before the PST conversation.
* Not understanding NCEA - send out newsletters, have meetings, talk to the parents, have a copy of Understanding NCEA or a photocopy of the book to show parents - (In Samoan and English), offer MOE service of someone going into the home to explain to the family.
* Not having a good working knowledge of NCEA (Have professional development for teachers on NCEA and its complexities- e.g. UE and endorsements.
* Side tracking - keep an academic focus - good PD for whānau teachers.
* Parental ‘fear’ of school - phone contact to parents or home visit?
* Make appointments outside of school - e.g. on the side of the rugby field.
* Parents on home detention/working shifts/child care.
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| **What else besides academic data needs to be discussed?** |
| * What coping skills does the student possess?
* Emotional wellbeing at home and at school - (with care - if needed).
* Career pathways - where do they see themselves in 5/10 years’ time?
* Extra-curricular - time management.
* Interpersonal skills - strengths? Areas for development?
* Dreams and goals - long/ medium/ short term - how to get there?
* Attendance - if an issue.
* Areas of success and interest - engagement out of school.
* How parents can support their child’s learning.
* Admin issues - if necessary.
* The tutor teachers belief and support for the student.
* Possible catch up, tutoring sessions offered.
* Get student and parent feedback on the process.
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