**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. |
| **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. |
| **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. |