



Communication & Reporting to Parents

Graduate to Proficient
Day 2
14/2/2017



What do we want reporting to achieve?

- Satisfy federal requirements
 - Curriculum Framework
 - Australian Curriculum
- A clear message about student achievement, progress and effort in a parent friendly format (A-E scale = consistency)



Ways of formal reporting

- Electronic portfolios
- Three way conferences
- Written format

Parents


- Parental expectations?
- Parent education?
- Do they get a say?

Teacher access



- Reports on line
- Access at home
- Access at school

Editing

- Editing straight on to the report





What makes an excellent formal report?

What's wrong with this?

- George should be encouraged to...
- Kyle can experiment with
- Fred is a friendly student who always makes an effort to
- Fred shows good determination and has displayed significant improvement this year.



- George needs to ...
- Kyle experiments with...
- Fred is a friendly student who makes an effort to
- Fred shows determination and has displayed significant improvement this year.

And still there's more

- Fred shows an understanding of almost all concepts
- Fred participates with varied enthusiasm
- Fred puts in a good effort

- Fred shows an understanding of most concepts
- Fred participates with varied levels of enthusiasm.
- Fred has made an effort with ...





What's important to parents in a report?

How is my child going?
 Are they working hard?
 How do they compare with their peers?
 Does this teacher know and value my child?
 Does this teacher know my precious baby and the huge emotional, physical and financial commitment for me?


So you should:

- Say what you mean simply
- No jargon – your parents aren't necessarily teachers
- Spell the child's name correctly
- Make sure the grade and the comment match
- Never write anything in a way that is indefensible or tactless – rephrase it if I can't say it about your child or your mum



Here are my tips




- Make comments easy to understand
 - make sentences short.
 - Most important idea first – primacy
 - No unnecessary information and specialist terms
 - Avoid detailed curriculum descriptions
 - Avoid comments which refer only to task completion
- Use evidence to back up your opinion
- Focus on key aspects of the course/curriculum
- General or home group comments need to reflect the development of the child – socially, emotionally and academically



You did what?????

I pulled into a lay-by with smoke coming from under the hood. I realised the car was on fire so took my dog and smothered it with a blanket."




Lesson 1
 Be clear about what and who you are referring to.

Tell me what you really think...

The indirect cause of the accident was a little guy in a small car with a big mouth."


Lesson 2
 Don't make personal remarks.

Tell me all about it....

Lesson 3
 Include all the important details

"I was driving along the motorway when the police pulled me over onto the hard shoulder. Unfortunately I was in the middle lane and there was another car in the way.."







Prove it

Lesson 4
 Write about what you have directly observed or been told

Coming home I drove into the wrong house and collided with a tree I don't have.


An invisible car came out of nowhere, struck my car and vanished.





 Can I help you?

I was sure the old fellow would never make it to the other side of the road when I struck him.



Lesson 5
Avoid offering opinions or advice, stick to feedback.





 I think I know what you mean....

I was on my way to the doctor with rear end trouble when my universal joint gave way causing me to have an accident.

Lesson 6
Write clearly avoiding double meanings



 




 Context is everything

The gentleman behind me struck me on the backside. He then went to rest in a bush with just his rear end showing.

Lesson 7
Be clear about the context



 *It's All About Me!*


I told the police that I was not injured, but on removing my hat found that I had a fractured skull.


Lesson 8
There should be no personal revelations in the report




Face to Face Meetings



 Face to face communication with parents

- Parent interviews
- Three way conferences
- Class meetings







How do you make sure it goes well

- Be Prepared
- Know the family background
- Be honest
- Listen
- Know and state the purpose of the meeting is going in
- Have evidence to support your points
- Have an escape plan



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How to conduct a three way conference

1. Be prepared with items and points to discuss with parents and student.
2. Bring along the student's portfolio
3. Leave some time to discuss the student/parent's concerns.
4. Have a safety plan if things get contentious or if issues look like running over time.
5. Seek further interviews where needed.

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What's expected

- Be there punctually
- Know the parent's names (first and last)
- Bring your records/student's portfolio
- Have made some points to discuss e.g. attitude, achievement, participation and something to work on
- Bring your diary
- **Keep a record of who you see**

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Be honest ~ but tactful

I'm sorry ~ but his IQ is actually on the charts



"I'm sorry—his IQ is actually on the charts."

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