

Student-Teacher-Conferences

Information to Staff, Parents and Students

What does a reflection focused S-T-P conference look like?

The Focus: Guiding students towards self-reflection and evaluation.

The Role of the student: Ask and answer questions while reflecting on their learning.

The Role of the teacher and parent: Ask/answer questions, paraphrase answers and guide students towards self-reflection on their learning.

Please see below for the types of questions that may be asked in the conference. This is an opportunity for teachers to learn more about each student and ways of supporting them.

Examples of Common Questions in a Student-Teacher-Parent Conference		
	For Student	For Parent/Guardian
General	How are you finding learning this term? How does it compare to learning last year?	Is this similar to what you are hearing and seeing at home?
	Is there anything happening outside of school that relates to your learning that you want to share?	Is there anything happening outside of school that relates to your child's learning that you want to share?
	What learning behaviours would you say are strong for you? How do you use them to support your learning?	What do you see are your child's strengths?
	What learning behaviours do you feel are your 'not yet' ones? How might you tackle them?	Are there ways that you use at home to support your child with this that you may like to share?
Class subject	What is something that you are most proud of in this subject? What does this show about you as a learner?	What do you see/feel as being the most positive aspect of school for your child this year?
	What is something that you have found challenging this term in this subject? How did you go about dealing with it? What did you learn from this? How could you use this experience to your advantage in the future?	What is the most challenging thing for you with supporting your child with learning at home? How might we be able to support them at school to address this?
	What activities/tasks have been particularly engaging for you this term?	Do you hear your child talking about what they are enjoying about this subject/class?
	How are you managing the pace of the class and what strategies do you use to organise time/priorities? How could you improve?	Is this similar to what you are seeing at home? What insights/ideas to you have about supporting them with this?
	How confident/comfortable are you to ask questions and seek help? From the teacher/from class members? How could you build on your confidence or seek help differently?	What is your perspective on your child's learning confidence? Is this similar to what you are seeing at home? Do you have any ideas on how to support them to develop further?
	How confident are you to discuss ideas with the class and/or in small groups? What are some ways you could improve?	
	How are you finding the partner and small-group work? What are you enjoying about it? What are you finding challenging?	Do you hear about your child's interactions with their peers and learning together?
Summary	Do you feel you are getting help in the areas you need? How can we support/ assist you further?	Does your child feel comfortable accessing the learning supports available to them? How can we assist them further?

Why use a Student Led and Reflective approach?

Students have need to develop independence in their learning and develop their own agency. Student agency is about building student ownership and a greater understanding of their learning pathway. By putting the student at the centre of these conversations it allows for the student to reflect on their strengths, acknowledge the challenges and communicate what needs to happen to help them progress. They can then select strategies and plan for future improvement based upon their own self-reflection which is proven to have a positive effect on learning behaviours.

How will each student be supported to reflect on their learning and be prepared for the conference?

Teachers facilitate student self-reflection in classes as a way of informing changes to learning programs in response to the needs of their students. All students will be supported to reflect on their strengths and challenges in the lead-up to these conferences. In Years 7-10, students will have a session as part of the Launch program to prepare for the conferences and reflect on learning goals they made earlier in the year.

The Positive Behaviour Matrix

The below Matrix outlines a four-step skills continuum that is designed to allow students, teachers and parents to be able to reflect on where a learner is currently at with skill areas involved in being able to effectively engage positively in the learning program. It can be used by students in identifying learning strengths and challenges in an ongoing way, and to identify specific things they can do to grow. Students and teachers can use this information to set meaningful goals and strategies to target key areas for growth and improvement.

How to get additional support?

There were a range of challenges of remote and flexible learning last year, for all members of the College community. Even with the very best of efforts of teachers, students and their families in 2020, there are some students who have not been able to engage as fully in the learning program as they would normally. The wellbeing of every student and supporting them to grow in their learning continues to be our highest priority. Whilst the teacher may make suggestions for supporting a student in their learning for a particular class, parents and/or students may feel that additional support is required. In this case, please contact the relevant House Leader via email so that we can work together.



Positive Behaviour Matrix: 'I Engage positively with the learning program'

Learning Behaviour	Step One	Step Two	Step Three	Step Four
I can...	I can...	I can...	I can...	I can...
Manage my focus and impulsivity	<ul style="list-style-type: none"> Identify what distracts me from the learning and may need assistance to pause/stop. Identify when my emotions are being triggered and may need support to manage them. 	<ul style="list-style-type: none"> Identify when I am being distracted and stop myself from acting/reacting. Identify when my emotions are being triggered and can remain calm. Be aware of my actions/reactions and resist jumping straight in. 	<ul style="list-style-type: none"> Identify the distractions to my learning and intentionally minimise their impact by choosing how I act. Be aware of how my actions impact others and choose to modify them as needed. 	<ul style="list-style-type: none"> Choose how and when I act based on a thoughtful and deliberate consideration of alternatives and potential impacts.
Listen attentively & find relevance	<ul style="list-style-type: none"> Listen to the teacher at the start of the lesson. Listen to peer contributions when they are made by my friends. 	<ul style="list-style-type: none"> Actively listen to my teacher during the formal instruction. Actively listen to peer contributions from all members of the class. Make personal connections to what is being said. 	<ul style="list-style-type: none"> Listen attentively and paraphrase another person's ideas (teacher or peers). Find relevance in what I already know/can do with the new information being shared. 	<ul style="list-style-type: none"> Use what I have heard to make notes, generate questions or further discussion on the topic. Make connections between what is being said and use what I know and do to transfer it to a new situation.
Accept different perspectives	<ul style="list-style-type: none"> Recognise that I have a point of view Recognise the fact that others may have a different point of view to me. 	<ul style="list-style-type: none"> Accept that others have a different point of view to me. Consider others' point of view, with support. 	<ul style="list-style-type: none"> Consider the pros and cons of alternative points of view. Reflect on my own information and knowledge to refine my point of view. 	<ul style="list-style-type: none"> Seek differing points of view or opinions. Respectfully challenge others to consider different points of view.
Learn by myself and with others	<ul style="list-style-type: none"> Learn alongside others. Share ideas and/or practise skills. 	<ul style="list-style-type: none"> Learn with a partner. Explore ideas and practise skills. 	<ul style="list-style-type: none"> Learn with and from others Discuss and explain ideas, skills and processes 	<ul style="list-style-type: none"> Teach ideas and skills to others. Explain how to transfer skills and knowledge.
Persist with a learning activity/task	<ul style="list-style-type: none"> Attempt learning activities with the help of my teacher. Recognise that I am having difficulties doing the learning activity. 	<ul style="list-style-type: none"> Try my best Attempt learning activities by myself when set by my teacher. Try again when difficulties arise. Use a resource/strategy/example that has been given by the teacher to help me continue. 	<ul style="list-style-type: none"> Set myself realistic expectations. Complete learning activities set by my teacher. Use a range of resources/strategies/examples provided to complete all aspects of the task. Persevere when challenged and will try more than one way to complete the task. 	<ul style="list-style-type: none"> Seek more challenging tasks from my teacher. Access a range of resources and strategies to tackle challenges as they arise.
Use & apply prior knowledge	<ul style="list-style-type: none"> Admit to myself when I don't know something. Admit to myself when I don't understand how to go about something. 	<ul style="list-style-type: none"> Let the teacher and/or classmate know when I am unclear of the content being taught. Let the teacher and/or classmate know when I am unclear how to use the skill/process being taught. 	<ul style="list-style-type: none"> Actively seek support and information to help clarify what I don't know, understand or can do yet. Use my prior knowledge in this subject to help me understand the new information or skill. 	<ul style="list-style-type: none"> Actively seek opportunities for extension. Draw on prior knowledge from my life experience and other subjects to help understand new learning
Strive to improve my learning	<ul style="list-style-type: none"> Accept help to improve my work Read over my work and identify errors or areas for improvement (i.e. more detail) Identify the different levels on a Learning Map/Criteria Sheet. 	<ul style="list-style-type: none"> Use the feedback from my teacher to help improve my work. Get one or more peers to check my work. Edit my work to improve the final results and fix inaccuracies. Recognise what level I am at on the Learning Map/Criteria Sheet 	<ul style="list-style-type: none"> Intentionally seek feedback from my teacher to improve aspects of my work. Check another's work for them and give helpful feedback. Use the Learning Map/Criteria sheet to help improve my work and check what I can do to get to the next level. 	<ul style="list-style-type: none"> Seek advice and feedback from others to help me improve my task. Suggest improvements to others to help improve their task. Use a Learning Map/Criteria sheet to critique my work and see how to extend myself.