

Student-Led Conferencing

October 29, 2019 · 3:30 - 7:00pm



Vanier Catholic
Secondary

FALL Student-led Conferences:

- Students are expected to **lead** the conversation with their parent/guardian or guest about their learning.
- Students, at the minimum, will be prepared to talk about:
 - ◆ **What am I learning and why is it important?**
 - ◆ **How is it going with my learning?**
 - **What are my next steps?**
- Parents/guardians are encouraged to ask their student questions and ensure the student is accountable for their learning (see [Role of the Guest for suggestions](#)).
- Teachers will be in the classroom to answer questions, confirm information, and provide advice.
- Multiple conversations may be happening in the room at the same time, so teachers will not be present for the entire conversation. If you would like to have a one-on-one conversation with your student's teacher, please feel free to make that appointment directly with the teacher.
- All students should discuss the Core Competencies as they relate to all their courses (see reverse).

The Role of the Student:

Students will lead the conference by showing parents work samples and sharing how they feel about their learning. Ideally, students will be able to answer three questions for each class:

- ◆ What am I learning?
- ◆ How is it going?
- ◆ What's next? They can also share *how* they plan to achieve their learning goals for the following term.



The Role of the Guest:

Parents / guardians will listen to the students describe their learning in each class. They can ask questions to probe for thoughtful responses and to better understand the learning process. Parents / guardians should provide some specific, yet nonjudgmental feedback to the learner. The following prompts might be used:

- ◆ I noticed that ... I'm wondering ...
- ◆ Two compliments I have are ... One thing I'd like to see next time is ...
- ◆ Congratulations on ... Next time, ...

Parents may also view the student's interim report. If parents/guardians still have questions or concerns after the conference, feel free to set up another appointment time with the teacher on another date.

The Role of the Teacher:

Teachers will help students prepare for the conference by: asking them to reflect on their learning; preparing students to answer the three questions; and choosing samples that demonstrate their learning. During the conference, teachers will circulate around the room, guiding discussions or answering questions as necessary. The teacher is there to support and facilitate while the student leads the parent through their learning process.

More details on the reverse...

Some assessment language is changing...

In order to stay consistent with British Columbia, the performance indicators that we use to describe academic progress have changed:

Academic Progress

This progress report is a snapshot summary of your child's progress, according to grade level expectations, for this time in the school year in relation to the **learning standards (curricular competencies + content)** of the Yukon curriculum. Your child's level of learning has been assessed through a variety of learning opportunities to determine what they know, understand, and are able to do. This report represents one aspect of the ongoing, timely, and responsive process of communicating your child's learning.

Emerging - EM	Developing - D	Proficient - P	Extending - EX
Your child demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Your child demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	Your child demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Your child demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

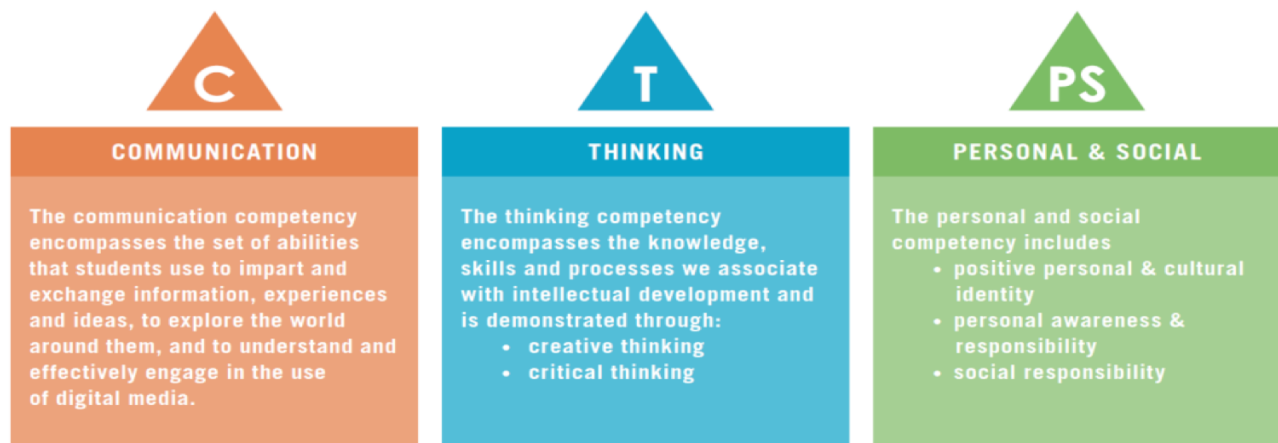
Incomplete I) - There is insufficient evidence available to determine a proficiency level on a learning standard(s). Please see written comments for further explanation.

Behaviours for Success (not included in grade)

C - Consistently – Your child consistently demonstrates Behaviours for Success.

S – Sometimes - Your child sometimes demonstrates Behaviours for Success.

R - Rarely - Your child rarely demonstrates Behaviours for Success.



What about the Core Competencies?

Throughout the year, students have been asked to reflect on the development of the core competencies. A self-assessment will be performed at school, and copies will be mailed home with the final report card in January and June.

Here are some questions related to the core competencies that you can ask your student today, or at any time of the year:

- ◆ How do you collaborate with others when it's difficult?
- ◆ What strategies do you use to generate new ideas?
- ◆ How do you come up with good questions?
- ◆ What relationships support you at school?
- ◆ How do you solve problems in peaceful ways?
- ◆ How do you maintain your own well-being when you are stressed?