



Vanier Catholic
Secondary

Student-Led Conferencing

October 23, 2018
4:00 -7:00pm

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 are encouraged to ask their student questions and ensure the student is accountable for their learning (see reverse 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).



Unlike past years, supper will **not** be served in the cafeteria. We apologize if this is an inconvenience.

PARENT PRESENTATION:

"Let's Talk Pot"

Staff from Mental Wellness and Substance Use Services will be here to present to parents from 7:00-7:30 in the learning commons. Ms. Brogdon, our counsellor/Vice-Principal, will also be there to help facilitate and explain how Vanier can help families if needed.



More details on the reverse...



COMMUNICATION

The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.



THINKING

The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and is demonstrated through:

- creative thinking
- critical thinking



PERSONAL & SOCIAL

The personal and social competency includes

- positive personal & cultural identity
- personal awareness & responsibility
- social responsibility

Our expectations:

The school expects that all teachers will spend time assisting students in preparing to lead these conferences (and additional time in Homeroom will be provided to practice them). We expect that all students will be ready and prepared to lead their parents/guardians in a conversation about their learning. We strongly encourage all parents/guardians to make time in their schedules for this important event.

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 Parent/Guardian:

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:

Most of the teacher's work is done prior to the conference event. Teachers will help students prepare for the conference by helping them to reflect on their learning, preparing students to answer the three questions, and choosing samples to show their parents/guardians 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.

What about the Core Competencies?

Students in grades 8-11 must be aware of how the content and concepts they are learning connect with the development of their [Core Competencies](#).

Later in the year, students will be asked to reflect on the development of these core competencies. This self-assessment will be performed at school, and copies will be mailed home with the final report card in June.

Since that date is very far away, we strive to keep the core competencies relevant and in students' minds as much as possible.

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?