

Parent Teacher Interview

Parent Teacher Interviews

Tuesday, Wednesday
RETURN SLIP TO TEACHER

Child's name: Mem

Room Number: 7

Preferred day: W

Allow 15 minutes for interview.



A few days later...



Parent Teacher Interviews

Notes to the sequence story:

Schools now use a variety of ways to communicate with parents (phone, txt, notices, letters, emails, Online Learning Management Systems e.g. Moodle).

For the purpose of the Parent Teacher Interview sequence story we have notified parents of the interviews using a notice from school. Tutors will need to adapt this resource to the learner's individual situation.

Tinakori Primary School

Phone: 471 1234; Email: tinakori@primary.school.nz



1 June 2012

Dear Parents/Caregivers

We will be holding mid-year Parent Teacher interviews on Tuesday, Wednesday and Thursday of the week starting Monday 18 June.

Interviews will be 15 minutes long.

School will finish on 2pm on Tuesday 19 and Wednesday 20 so interviews can get underway.

Children are encouraged to attend interviews with their parent/caregiver.

Teachers are available:

- Tuesday 19 June 2.15 – 5.30 pm and 6 - 8pm
- Wednesday 20 June 2.15 – 5.30 pm and 6 - 8pm
- Thursday 21 June 3.15 - 6 pm

Please indicate your first and second choice of interview time on the parent interview return slip below and return it to your child's teacher by Monday 11 June.

If you have more than one child at the school please note this on the return slip.

Mid-year school reports will be sent home with your child on Friday 8 June. We will discuss information from these reports at the interview.

If you have any questions about the Parent Teacher interviews please contact the school.

Warm regards

Tai Samaeli (Principal)

Parent interview return slip for: _____ (Child's name) _____ (Room no.)

First choice: _____ (Day) _____ (Time)

Second Choice: _____ (Day) _____ (Time)

Name(s) and room number(s) of brothers and sisters attending Tinakori Primary School:

_____ (Child's name) _____ (Room no.)
_____ (Child's name) _____ (Room no.)

Parent teacher interview – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 9 of this document.

Warm up

Before looking at the picture, discuss with your learner the last parent teacher interview she went to. How did it go? What was easy? What was difficult? What usually happens at the school?

Focus on key vocabulary (see page 9 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (see page 10 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (see page 11 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

One day Memory brought home a notice from school and gave it to her mum. The notice was about the upcoming Parent teacher Interviews. Memory's mum filled in the return slip with her child's details and her preferred day for the interview. The notice stated she should allow 15 minutes for the interview. The following morning, Memory's mum put the return slip into Memory's bag and reminded her to give it to her teacher...

Point of view:

Rewrite the text from one person's point of view (for example the teacher, or Memory).

Gapped text

Gap out some words in the text on page 9 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

Memory brings home a _____ from school. She _____ it to her mum. Her mum _____ the notice.

- grammar" words: e.g. prepositions

Memory brings home a notice _____ school. She gives it _____ her mum. Her mum reads the notice.

- articles

Memory brings home _____ notice from school. She gives it to her mum. Her mum reads _____ notice.

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g.

Memory gives the notice to her dad (False).
Memory's teacher is Ms Turner (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, she doesn't give it to her dad, she gives it to her mum.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

What is the teacher saying?

Look at the picture here:



Discuss what the teacher might be saying. This is a good time to explore how people give bad news in English, by softening it with expressions like “a bit” or “a little”

- “He’s a little disruptive”
- “She tends to get easily distracted”
- “He’s a bit talkative at times”
- “She could concentrate a bit more in class.”

Dialogues

- Imagine the conversation between the mother and the child after the conversation. Write a short dialogue.
- Imagine the mother is telling her partner/husband how the interview went (useful for reported speech – e.g. *Ms Turner said that Memory is doing fine.*)

Extension activities

Language of clarification

Language used in parent-teacher interviews is often quite difficult, because of the school-related jargon (tricky enough for native speakers) and also the indirect way teachers might frame negative comments.

Make sure your learner knows how to ask for clarification when s/he doesn't understand. Some ideas:

- *"I'm sorry I didn't understand what you said."*
- *"Can you please repeat that?"*
- *"Could you write that down for me?"*
- *"Could you speak a little more slowly?"*
- *"I'm not quite sure what you mean when you say...."*
- Repeat part of the sentence: Teacher: *"She really needs to blurbble blurlbe"* - Parent: *"I'm sorry – she really needs to....?"*
- Highlight the bit you didn't understand: *"High frequency words" - what does that mean?"*

Planning the next interview

Use the following questions as discussion starters:

- *What do you want your child's teacher to know about your child?*
- *Are there health problems?*
- *Are there problems at home?*
- *What does your child like?*
- *What are the best rewards for your child?*
- *What is he/she struggling with?*

Help your learner identify the things they want a teacher to know about their child.

Make a list of questions with the learner that they might want to ask the teacher.

- *Is my son/daughter progressing as expected?*
- *What does s/he do well?*
- *What does s/he need help with? What can I do to help?*
- *How much time should s/he spend on homework?*
- *Does s/he participate well in class?*
- *Does my son/daughter seem settled at school? How does s/he get along with others?*
- *Are there any areas for concern?*
- *What's the best way to contact you if I need to discuss any concerns?*

Read more on the fact sheet from [the Ministry of Education](#).

Contacting the school

Think of other situations when your learner might have to contact the child's school. Some examples:

- to enrol a child at the school
- to report an absence due to illness
- to discuss special programmes – e.g. ESL support for the child
- to report another absence (e.g. taking a child out of school to visit the home country)
- to arrange after school care
- to ask for information about a school event or outing
- to discuss a problem the child is having in class with the teacher
- to report an incidence of bullying.

Discuss the following factors;

- Who would they contact? (the school website should help with this)
- How would they contact them?
- What medium would they use (phone, note, email)
- What would they need to say/write?

Help your learner plan what they would need to say on each occasion, You could write some dialogues together and then practise them.

Explore words to describe qualities.

Look at the following words. Categorize them into positive, negative and neutral qualities.

<i>lively</i>	<i>independent</i>
<i>passive</i>	<i>easily distracted</i>
<i>concentrates</i>	<i>careful</i>
<i>disruptive</i>	<i>participates</i>
<i>loner</i>	<i>thoughtful</i>
<i>takes turns</i>	<i>engaged</i>
<i>negative</i>	<i>works independently</i>
<i>keen</i>	<i>careless</i>
<i>un-cooperative</i>	<i>polite</i>
<i>positive</i>	<i>find it hard to concentrate</i>
<i>self-motivated</i>	<i>talkative</i>

Can you think of any more words to add to the lists?

Which words would you use to describe your own children? Which words would you like to describe your children?

Reading a school report

Look at some typical examples of a school report. Here are [some examples](#), although ideally you will look at the report from your learner's child's school.

As well as understanding the language used in the report, it is important to help learners to understand that assessment in NZ schools is currently standard-based rather than norm-based – i.e. children are assessed against a series of descriptors (what they can do and what they need to learn to do next) which are assigned to levels of attainment. They are not assessed against other children in their class.

You can also use other school notices for real life reading work:

- School newsletters
- Notices about outings
- Letters from teachers
- School websites – here are some examples:
 - [a primary school](#)
 - [an intermediate school](#)
 - [a secondary school](#)

Listening practice and conversation

ESL News has some interesting listening texts on education in New Zealand. You can use these as a basis for discussion of different aspects of the NZ education system:

Some samples:

- [School staffing](#)
- [Charter schools](#)
- [Student loans](#)
- [NCEA results](#)
- [National standards](#)

More information on National Standards is on the [Ministry of Education website](#), including a leaflet in various community languages

Other more general conversation questions can be found [here](#) and [here](#).

Parent teacher interview – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 3 of this document.

Target Vocabulary (see page 3)

notice, interview, allow, fill in, return slip, remind, preferred, shake hands, level, behave, repeat, do well, proud

Basic Story for Lower Levels

Memory brings home a notice from school. She gives it to her mum. Her mum reads the notice. It says that there will soon be parent teacher interviews at Memory's school. It also says to allow 15 minutes for the interview. Memory's mum fills in the return slip. She writes her child's name, room number and her preferred day for the interview. The next morning she puts the return slip in Memory's bag and reminds her to give it to her teacher.

A few days later Memory brings home another notice and gives it to her mum. Her mum reads the notice. It says that her parent teacher interview with Miss Turner is on Wednesday 20 June at 5pm.

On Wednesday 20 June at 5pm, Memory and her mum go to the school for the parent teacher interview. Memory's mum and Miss Turner shake hands. Memory and her mum sit down.

Memory's mum asks Miss Turner a few questions. Miss Turner answers the questions but Memory's mum doesn't understand some of the answers. She asks Miss Turner to repeat what she said. Miss Turner says, "Sure".

After the parent teacher interview, Memory shows her mum one of her paintings on the wall. When they leave the school, Memory's mum puts her arm around Memory and tells her that she is doing well at school. She is very proud of her.

Questions for “*Question stories*” (see page 3)

Pic 1: Who is in the picture?

Where are they?

What is the mum doing?

How does she feel?

Pic 2: When are the parent teacher interviews?

What is her daughter’s room number?

Which day would she like her interview?

How long will the interview take?

Pic 3: What is the mother doing?

What does she say?

Pic 4: What is the mother doing?

When is her interview?

Who is the interview with?

Pic 5: Who is in the picture?

Where are they?

What are the mother and the teacher doing?

What does the teacher say?

Pic 6: What questions does the mother ask the teacher?

Pic 7: What is the mother asking? Why?

What does the teacher say?

Pic 8: Has the interview finished?

What is Memory showing her mother?

Pic 9: What does Memory’s mother say to her?

How does she feel?

**Descriptions for “*Jumbled sentences*” (See page 3)
Photocopy and cut up**

<p>Memory brings home a notice from school. She gives it to her mum. Her mum reads the notice.</p>
<p>Memory’s mum fills in the return slip. She writes her child’s name, room number and her preferred day for the interview</p>
<p>The next morning she puts the return slip in Memory’s bag and reminds her to give it to her teacher.</p>
<p>A few days later Memory brings home another notice and gives it to her mum. Her mum reads the notice. It says that her parent teacher interview with Miss Turner is on Wednesday 20 June at 5pm.</p>
<p>Memory and her mum go to the school for the parent teacher interview. Memory’s mum and Miss Turner shake hands.</p>
<p>Memory’s mum asks Miss Turner a few questions. Miss Turner answers the questions.</p>
<p>Memory’s mum doesn’t understand some of the answers. She asks Miss Turner to repeat what she said. Miss Turner says, “Sure”.</p>
<p>After the parent teacher interview, Memory shows her mum one of her paintings on the wall.</p>
<p>When they leave the school, Memory’s mum puts her arm around Memory and tells her that she is doing well at school. She is very proud of her.</p>