



How can I develop ongoing communication with my child's school?

Transcript

- 00:00:00 - 00:00:09 [Music]
- 00:00:10 - 00:00:21 So, some of the ways that I've developed positive relationships with the school has changed each year but essentially, I've given them an 'All About Me' form for my child at the start of each year.
- 00:00:22 - 00:00:36 I've also gone in and had meetings before school starts where we familiarize the child with the environment, the classroom. We set their locker up first so it's not all that hustle and bustle on the first day. They're actually a lot calmer because they've already done some of those things.
- 00:00:37 - 00:00:51 I also bring on an Allied Health team and that's been really helpful too because I don't expect the teacher to know all the answers and I don't often know all the answers - but together, we can actually find something that's, that's meaningful for the child and we're all there for the child.
- 00:00:52 - 00:01:07 I don't do it as much now, but early on I would have a meeting with my support team that I was taking into my SSG, and we would actually plan, well - what are our goals, you know, looking at the last meeting, what are our goals and what are the, what are the messages we want to get across.
- 00:01:08 - 00:01:21 And often it would be things like, well - what's coming up this term, what's going to be different and out of routine, you know what, what supports are you going to be able to provide versus what do we need to provide and simplifying what the goals are for the student you know.
- 00:01:22 - 00:01:33 How I have worked between home and school has actually always been challenging because school's got its own set of rules and then home has got a different set of rules. And so, we've tried to find common themes.
- 00:01:34 - 00:01:43 So, rather than trying to replicate things, we've actually broken it down into really simple things - what's the goal? It's been really simple, manageable goals rather than looking at the whole big picture.
- 00:01:44 - 00:01:48 So, it's about reshaping so that we've actually got shared language and shared goals.
- 00:01:54 - 00:02:03 I found that the transition period between grade six and year seven required the greatest amount of support.
- 00:02:04 - 00:02:24 And also, my greatest thing was having one contact person. Because you've gone in primary school with just the one teacher and then you've gone into high school with multiple teachers

and so having one person to contact and navigate and they communicate out to the other teachers was actually something that we instilled very early on in our secondary school journey.

00:02:25 - 00:02:44

And then also again at primary school having that one point. Because often the specialist subjects were actually the greatest challenge because they were moving into a different classroom, different teacher, different faiths, different rules and that often became quite challenging. And also then recognizing what needed to be done.

00:02:50 - 00:03:09

Some of the learnings that we've developed through coming from primary school to secondary school has been how to effectively give the student a voice as well and what is it that the student wants. And sometimes that, sometimes we actually don't give them enough credit because they actually know a lot more.

00:03:10 - 00:03:19

But also, it's about empowering them to have a voice, and that could be simple things like just sending an email to the teacher instead of the parent you know, always stepping in.

00:03:20 - 00:03:31

[Music]