

Student active parent / teacher meetings



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Student development dialogues in Sweden

The student and the student's guardians shall according to the Swedish school law continuously receive information about the student's development. Teachers shall according to the curriculum, comprehensively evaluate every student's knowledge development according to the demands from syllabus, and inform the student, guardians and head master. The development dialogue and the written individual development plan is a part of the continuous information.

The formative assessment is made through continuous feedback in class and in the development dialogue each term where the teacher informs verbally about what the student need to develop in each subject.

Freely translated from:

"Den skriftliga individuella utvecklingsplanen",

Swedish National Agency for Education

Original problems

- Students are not aware of their development of knowledge and their learning
- Students are tired, not interested and unfocused on meetings late afternoons and evenings.
- Students are worried about what the teacher might discuss during the meeting
- Meetings tend to be very long
- Teacher are stressed during meeting periods, 4-5 weeks and planning and lessons are being affected.
- Parents tend to be only receivers of information/ less dialogues

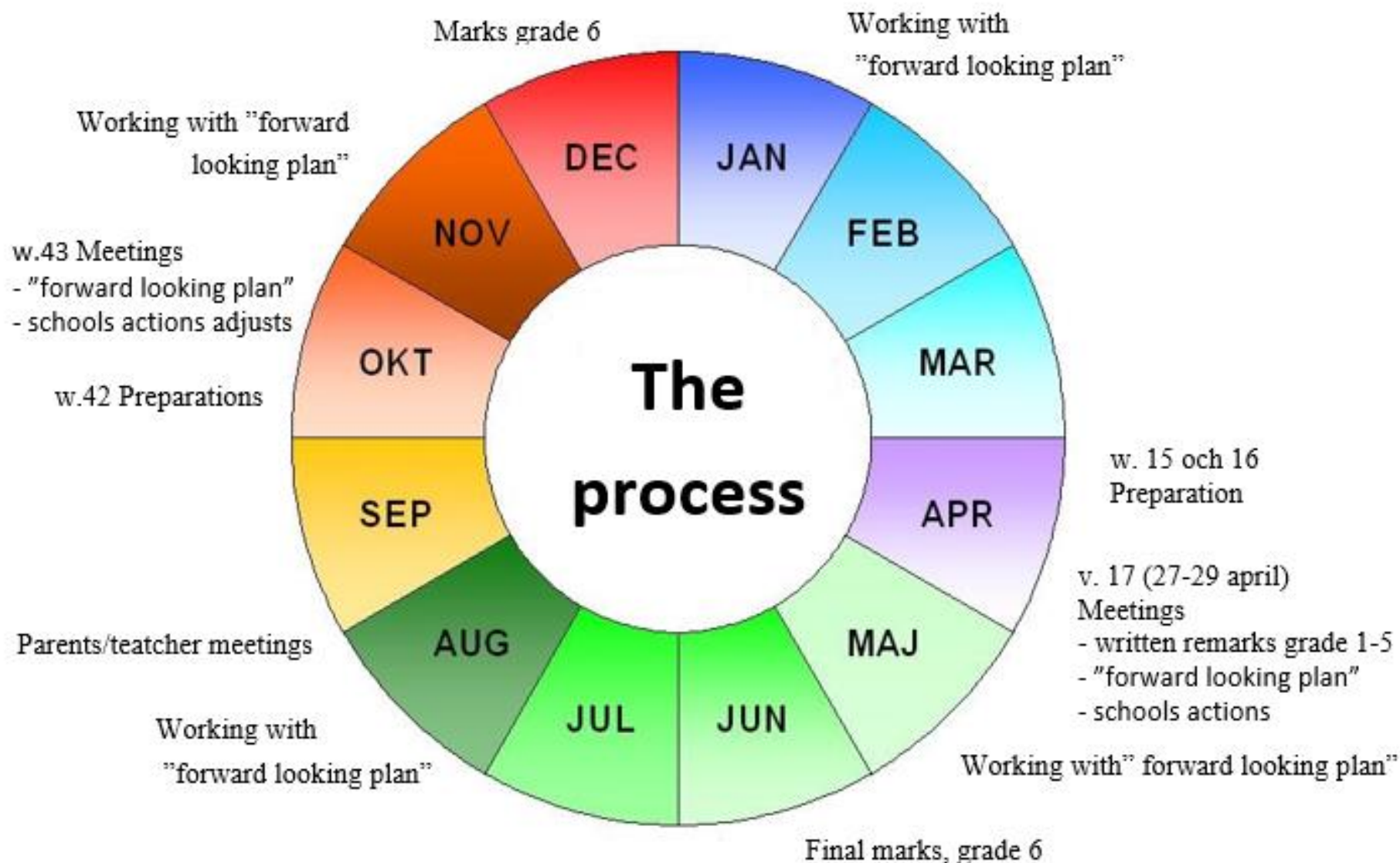
Student active development dialogue



A student active development dialogue:

- Student and teacher have a continuous dialogue about the student's learning.
- Formative assessment
- Student prepares their meetings.
- Student is host and responsible for the meeting. Parents and teacher participate in the meeting.
- Student makes clear what they need to develop/improve.

Stodeneskolan Läsåret 2015/2016



Staff preparations

- Uniform and common invitations sent to guardians /parents with time for meetings (suitable for siblings times)
- Organisation of the theme week
- Organisation for days of meetings – common set ups
- Class teacher creates an overall picture of student's school situation, spring term also written remarks
- We evaluate and write "forward looking plan" and "school actions" for each student, each term.

Preparations



Working process in preparations

- Each subject has its own template, only Swedish and Mathematics are in the booklet.
- Teachers of each subject visualizes the work that has been made.
- Students are working with the questions: What have I learnt? What do I know? What has been difficult to learn? What do I need to improve?
- Some students need support to express themselves and to write.
- Students need to be true about their notes and teachers have seen to that no misunderstandings will be published
- Each teacher put their signature on the templates of their subjects to approve them.

Preparations in Swedish



Swedish

I'm good at: _____

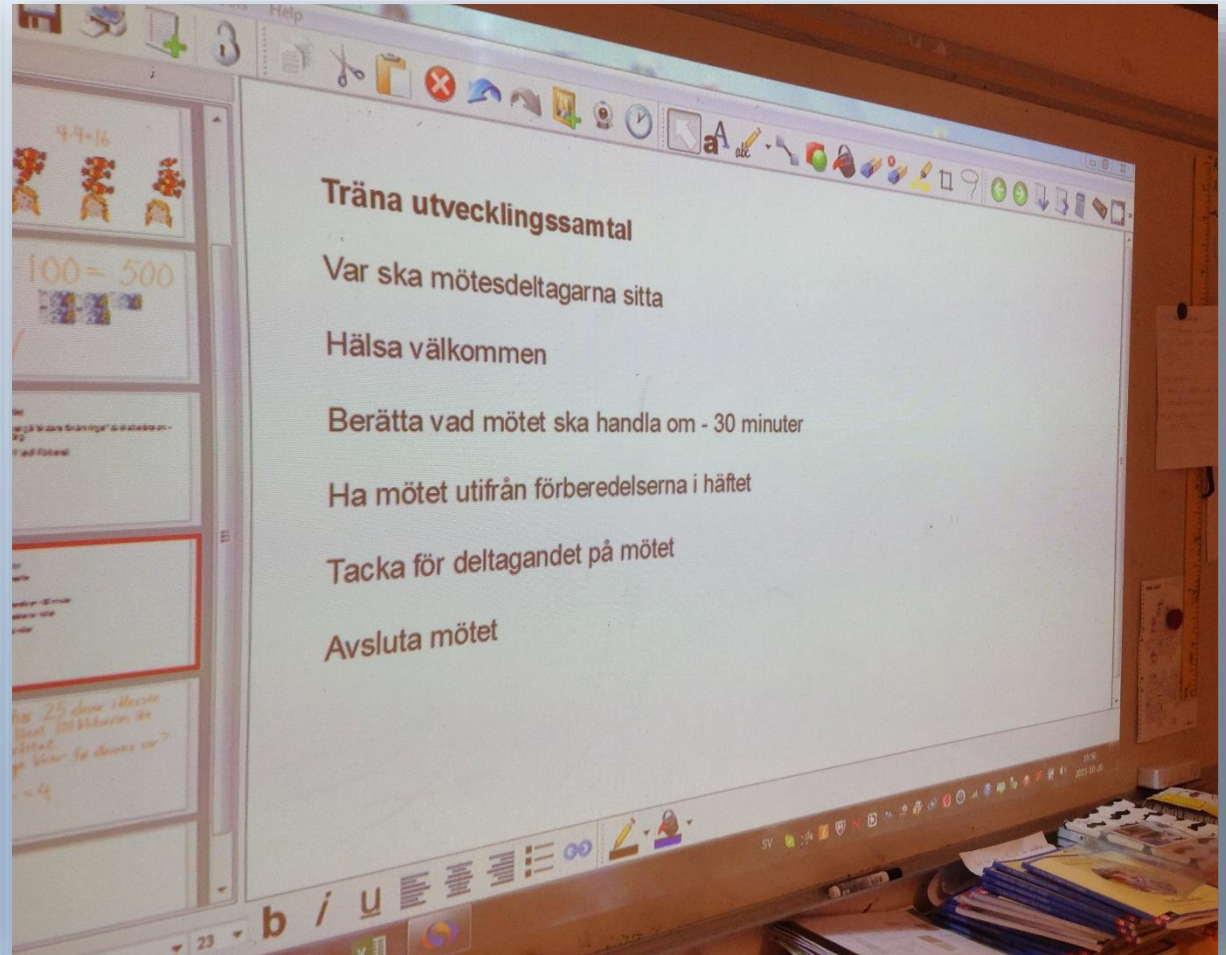
I need to practice more: _____

Now I would like to show: _____

We prepare...

- Forward looking plan
- Social development, expectations on the pupils.
- Swedish, maths and a subject of their choice

Practice with a friend!

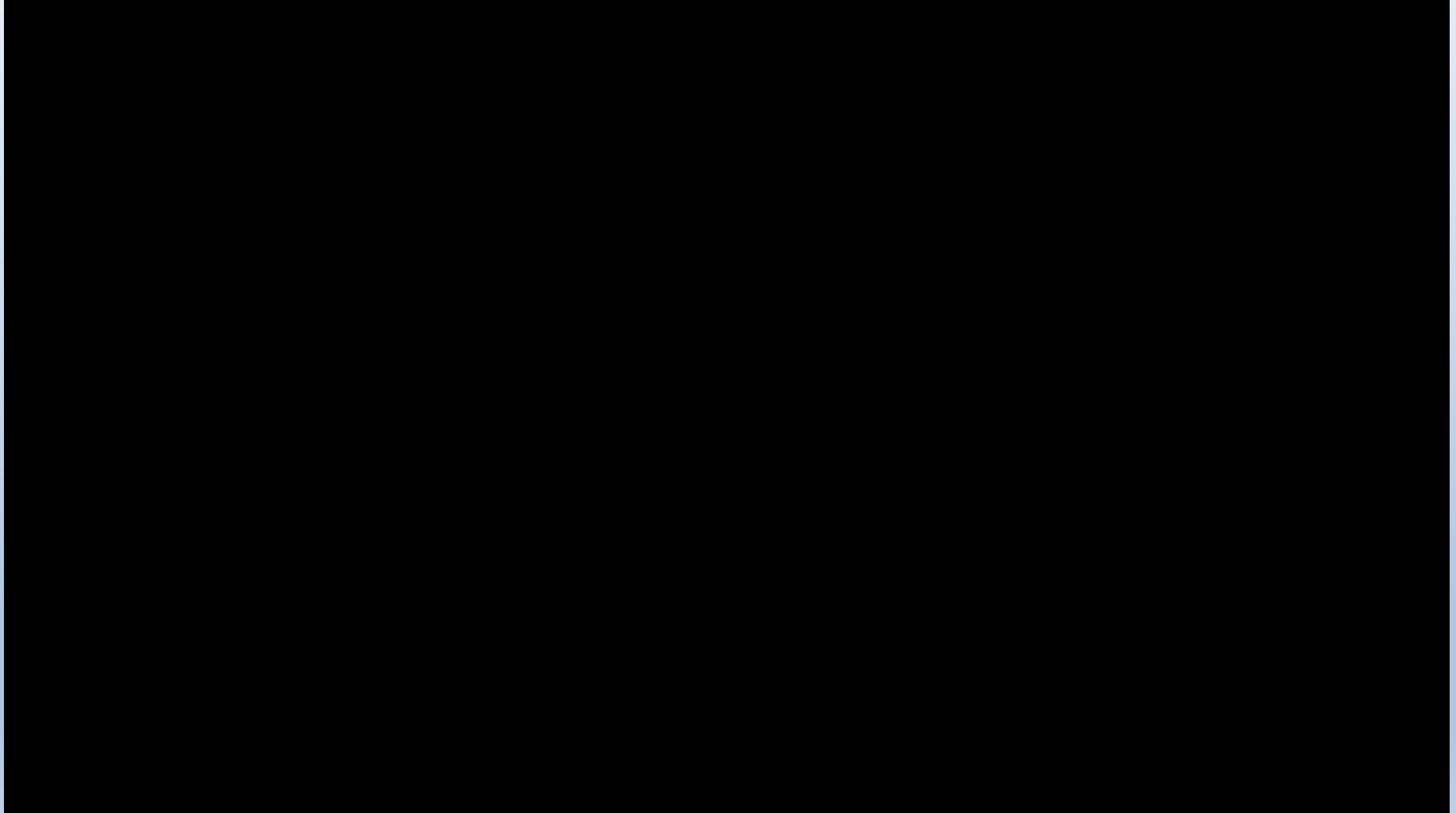


Practice with a friend!

Hello!

Welcome to my development dialogue.

Three days of meetings



- Students becomes more aware of what we learn and why.
- We met many proud parents.
- Many parents were prepared and asked appropriate questions to their children.
- We teachers also had tears in our eyes when we realized that the students performed so well.
- Preparations was hard work, but exciting to watch the students take such responsibility.
- Even for me as a subject teacher it was stressful since I absolutely didn't have enough time in the preparations to talk to each student.
- It was intense for us substitute teachers.
- The parents found it quite ok to come to school during daytime.
- Planning for the theme week/s were very good.
- Wow, we managed within 30 minutes. Great!
- The synchronized sibling meetings were appreciated.

- ***Mum thought it was nice to hear what I thought.***
- ***We havn't talked so much about PE before, but we did this time.***

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Experience gained and thoughts for the future

- Dialogues with more than one student at the same time?
- The theme week – too intense? What should be included in the daily work?
- Alternative ways of how to prepare for meetings?
- Digital documentation?
- Feed-back and preparations for students are essential-time set for this!
- Common evaluation time is valuable – dialogue and lessons/work with "forward looking plan"

Thanks for listening!

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