



Student Led Conferences



BECAUSE

We empower students to be active participants in their learning and know themselves as learners

WE BELIEVE

Students should have a voice now and into the future

SO WE PROVIDE

Opportunities for students to discuss and share their learning in authentic purposeful ways

THAT LEADS TO

Students being able to discuss with others the opportunities and challenges in relation to their learning and how they learn best

AND RESULTS IN

Empowered students who can communicate to a range of audiences and make decision about their learning

PRACTICE

In the first iteration, student led conferences were prototyped with 3-6 teachers and a sample of students and their families. Teachers prepared students by utilising a student led conference booklet where students filled in responses to the following: I am great at, I could teach my friends how to, I would like to improve, I want to learn how to, a snapshot of their learning and annotations to 3 self-selected work samples. Students then graded themselves against each of the school's rules and values and their commitment to learning.

Due to the success of the prototype, the following year all grades worked together to develop guidelines to prepare students for a student led conference instead of the traditional parent teacher interview. Grade teams modified the generic booklet to develop a process age appropriate for the students as well as reflect the ethos and values of the school. Grade teams then presented their process with all teachers in order to ensure a growth in expectations for the students led conferences across K-6.

Student portfolios included responses to the following; Their strengths as a learner, English, maths and something they are proud of work sample and annotation, what they need to improve and how they will endeavour to do this, their learning goals and why they were chosen and what they would like to know more about.

When booking their interview time, parents were also informed students would be involved in the conversations for the first 10 minutes. Students could then be excused if parents required time to speak to their child's class teachers alone. Students that did not have parents attending the interview presented their work to another teacher at an alternative time.

Students that had families that spoke a language other than English, presented their portfolio in their home language.

During the student led conferences, teachers collected data on the students understanding of concepts and presentation ability. Parents were also surveyed to gain their feedback of the experience directly after the conference. Data was collected through the use of ipads and the use of Google forms.

RESULTS

82.7% of parents strongly agreed that the student led conference was valuable and informative.

81.5% of parents strongly agreed that they have a good understanding of how their child learns

84.1% of parents strongly agreed that they have a clear understanding of their child's effort and classroom behaviour.

55.9% (36.8% = 3 19.1% = 4) of students rated a 3 or 4 score for overall delivery and confidence.

32.7% (23.6 = 4 9.1% = 5) of students rated a 4 or 5 score for overall conversation/ presentation.

20.5% of students made connections between their understanding and other experiences when elaborating on their learning

35.5% of students stated future goals and determined how they could achieve them

41.4% of students spoke clearly using appropriate tone and inflection to express themselves and engage with the responder/ audience