



CELEBRATE THE CHILD: CHECKLIST

FROM BEING *CONCERNED* TO FEELING *COMFORTED* AND *CONFIDENT!*

“Hi, I’m excited that you are eager to make your school more student-centric and are looking forward to try out the Celebrate the Child (CTC) process for yourself! I hope you have enjoyed going through the pack and resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the key ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And I would love to know how you have done it. Do share your experience with us.**”

- *Mira Thomas Joshi*

BEFORE

SETTING THE TONE

- The teacher sets the tone by meeting his/her grade and sharing the **relevance** of ‘Celebrate the Child’ (CTC) process. S(he) assures the children that it is a time to **celebrate** all the good work done by them through the term/year. It is also a time for them to receive **feedback and strategies** for their growth in the coming term/year.

PRE-WORK

- **Collate Anecdotes** - Through the term/year, **keep collating** photos/videos as evidences of moments where you or other team members noticed the child doing well or doing good. Ensure that these anecdotes speak about **different aspects** of the child’s personality, such as when the child stood out as a leader, change agent, facilitator, collaborator, advocate of inclusive communities, learner, scholar, etc. The data points should be related to the cognitive, social, physical, emotional and spiritual **growth** of the child. It is also important that you collate anecdotes of the child not just in the classroom but also during events, exhibitions, camps, night outs, visits, scrutiny, play time, exploration, sports sessions, etc.

Do **organize** these anecdotes regularly in a PowerPoint presentation as at the last minute it could become difficult to collate the information. Just before the CTC get a colleague/leader to **review** the slideshow for **relevance, tone and accuracy**.

PARENT PARTNERSHIP PILLAR

- **Take Notes** – Alongside this, remember to make notes of your **observations** of the child and his/her **potential goals** in your Teacher Manual. These notes will help you to share the child’s story with parents during the CTC meeting.
- Refer to the **Home Visit form** for the concerns or queries that may have been shared by the parents.
- **Demo/Workshop for teachers** – A role play or workshop on how to conduct the CTC with the teacher team always helps to build **confidence**, especially in the new teachers.
- **Co-create the Conversation** - Offer children the option of speaking to you personally about something that they might want you to share/or maybe not share with their parents. Respect this **request** and **co-create** the conversation with children.
- **Planning & Scheduling** – As a teacher team, schedule for the CTC to ensure that there is **enough time factored** in for the meeting as well as between two meetings. When scheduling the CTC to save parents’ time, co-ordinate with the grade teachers where students might have **siblings**. If you are scheduling CTC during school hours then ensure you have a teacher in the classroom with your students.
- **Invite in time** - Send an **invite** to parents a week prior to the CTC via email. Do include a few lines on the **relevance of CTC** and how it plays a role in highlighting and directing the growth of the child. Follow it up with a **reminder** a day prior through diary communication.
- **Prepare the Space** - **Design** the seating plan for the meeting such that you are able to have an **undistracted conversation** with the parents and the child without being overheard by others. The seating arrangement should be **informal and comfortable**.

DURING

- Warmly **welcome** the parents and address them by their first name to build the relationship.
- Call the parents in first and explain the **purpose** of CTC, and why it is essential to celebrate the child.
- Respond to the **concerns and queries** from the Home Visit notes and other recent interactions with parents.
- Then, invite the child to join the meeting and ask him/her to sit by your side. Share the **positive stories and anecdotes** about the child with their parents. Encourage the child to share their own anecdotes and perspective on why it was a **moment of celebration**.
- For younger grades, sharing some **work samples** helps the parents to understand the **learning pattern** of the child.
- For senior grades, data of the child's **monthly academic performance** through the year may also be shared. You could also put together the predicted grades for the child in order to enable the conversation for **goal setting**.



PARENT PARTNERSHIP PILLAR

- Use the CTC as a means to set **learning goals** in terms of Content and Character with the child and parents. Get the child to reiterate the goals he/she has decided to work on and suggest some **strategies** that could be useful in meeting them.
- Always ask the parents to **share some stories/insights** that would have emerged for them through the academic period and after CTC.
- Ensure that the child and his/her parents see a champion in you and walk out **feeling confident and re-assured**.

AFTER

- Convert all the anecdotes into a PDF file and email to the parents. Do send a **personalized note** highlighting the **goals** set for the child and **thanking the parents** for their support.
- If you have promised to give any inputs or the child has sought your help in any area, ensure that you **respond promptly and stand by them**.
- As a teacher team, share the **highlights** and **concerns** that might have emerged from the CTC, with the leaders to be able to take the appropriate steps.

CLOSING THE LOOP

- **Go back** to the goals set with the child and closely **follow up** to ensure they are met over the next term/year. Stay connected with parents as well and seek their help in **monitoring** the progress towards the desired goal.

SOME IMPORTANT TIPS

- Share **specific and authentic** anecdotes about the child and not generalized ones which don't highlight the special moments of the child.
- For the senior grades, hold CTC around December to be able to **quell** the parent/child **anxiety** for impending exams as well as to remind parents of the strength areas of their child.
- It is ideal to do it after school hours. If required, for younger children, **school hours** could be **reduced** during the CTC meetings week. This will help teachers to hold focused CTC meetings after school hours.

