



STUDENT LED CONFERENCE: CHECKLIST

STUDENTS TAKE OWNERSHIP OF THEIR LEARNING JOURNEY!

“Hi, I’m excited that you are eager to make your school more student-centric and are looking forward to try out the Student Led Conference (SLC) process for yourself! I hope you found value in and have enjoyed going through the pack and the 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”.**

- Deepa Dattani

BEFORE

SETTING THE TONE

- Through the year the teacher **continually encourages** students to take ownership of their learning. At the end of the year the teacher sets the tone by re-iterating her belief in students that they can, not just take ownership of their own learning but also have the skills to make it visible. This helps students to **confidently** work on their SLC portfolios.
- To allow the students to understand the **relevance of SLC** in an experiential manner, the teacher hooks them to the **idea of growth** in different ways. For e.g.: by showing them the growth of a well nurtured plant v/s the growth of a plant which does not receive enough care and nutrition.

PRE-WORK

- Revisit the entire year through **photographs** and share **anecdotal moments** considering the **five investments** and help students understand the relevance of SLC and why it is of value. (The five investments include Social, Emotional, Cognitive, Physical and Spiritual growth).
- Co-create the **criteria** for the **selection of work samples** with the students. A good idea is also to do a round of selections at the end of every month and keep aside so that collating the SLC portfolio is quicker and easier.

- ❑ Sit with each child and help them articulate the reason for their choice. To make the process more reflective, encourage children to sit with their peers and take their **feedback** on which work samples would be ideal to include and why.
- ❑ Hold a mock SLC with the buddies to help them practice and hone their presentation skills. Have students who are at least four years older give feedback to the students, and this is a great opportunity to build relationships across Key Stages!
- ❑ Send an invite a week prior to SLC to the parents and follow it up with a reminder a day earlier. It can be a good idea to co-create and design this invitation with the students.
- ❑ Depending on the choice of the batch, the teacher can help students in putting together a performance for welcoming the parents.

*However, make sure to help the children remain **focused** and have the understanding that the main purpose of SLC is not the performance but the sharing of their learning that takes place afterwards.*

- ❑ Since it is a one-on-one parent-child interaction, design **the seating** for parents such that they are able to have an undistracted conversation with their child.

DURING

- ❑ Always start on time. **Welcome** parents into a comfortable space conducive for discussions. Ensure that the seating is not very formal.

STEP 1: Welcome and orient parents

- ❑ On the day of SLC, before the children come in, have a short conversation with the parents to explain the purpose of SLC and the process of compiling the portfolio.
- ❑ Share the effort put in by each child and encourage parents to focus on the process rather than the product. Also, mention to the parents how important it is to give their child their full **attention** during the conversation and therefore switch off mobile phones, if possible.
- ❑ Begin with the student performance for welcoming the parents (if planned).

STEP 2: Sharing of the SLC portfolio

- ❑ Next, lead the parents to the seating area and ask each child to share their SLC portfolios with their parents.
- ❑ While the process is going on, be around to advise parents about their child's work.



- Encourage parents to ask meaningful questions and support their child. It can be a good idea to give parents a couple of sample questions they might ask.

STEP 3: Reflection

- After the sharing, gather the parents in a comfortable space for review and reflection. Ask parents to share some stories that would have emerged for them during the process and fill the feedback form.

AFTER

- Share the Summer BA (Bridge Activity) with parents and also explain the purpose of assigning the BA in the vacation period. This can also be re-iterated through a follow-up email in the same week.
- Inform parents that online report cards of the current academic year to make their child's growth visible in academics will be sent in a couple of days.
- Anecdotes - photographic pieces of evidence of the social, emotional and physical growth of the child can also be shared in a year-end email or can be uploaded on a common platform.
- School reopening dates for the next academic year should be communicated.
- Post the SLC, the report cards are emailed to parents. Drawing from both the SLC and the report card, parents are able to get a wider perspective of their child's growth and the challenges they might be currently facing.

SOME IMPORTANT TIPS

- Transfer the ownership to the children for assessing their own learning.
- Start collating the work samples along with the students on monthly basis right from the beginning of the academic year to avoid last minute struggles for appropriate evidences and anecdotes.
- Be around to encourage a student who might struggle with sharing if they becomes conscious or are not able to pick the right vocabulary to express their thoughts.
- Remember to **document** the entire SLC process.

