|  |  |  |
| --- | --- | --- |
|  | **Language Support for Migrants*A Council of Europe Toolkit*** |  |

**Tool 69 – Scenario: Participating in meetings with school staff about one’s children**

**Aim: To introduce some expressions and questions that migrant parents may use when having meetings with teachers or other school staff about their children’s progress and behaviour at school.**

**Communicative situations**

* Understanding invitations to meetings with school staff
* Preparing questions and information for these meetings
* Asking and answering questions from teachers and other school staff

**Materials**

1. Pictures of a meeting between parents and teachers.
2. An invitation to a parents’ meeting.
3. A school report.

**Language activities**

*Activity 1*

Use material A) to introduce the topic; ask learners to describe the pictures and to refer to their personal experineces.

*Activity 2*

Use material B) below. Learners read an invitation to a parents’ meeting (received by e-mail or in printed form) and answer some simple questions. Help learners with any new words or expressions.

*Dear Mr & Mrs Khan,*

*You are invited to attend a parents’ meeting on 24th March at 18.00. The meeting will be held in the main hall of the school. You will meet your child’s teachers and discuss his/her progress with them.*

*Please inform us whether you can attend the meeting no later than 17th March. You can do this by e-mail:* *secretary@westonprimary.org* *or by telephone 03754 076543 (Mondaty to Friday between 9.00 and 17.00).*

*Please read the enclosed mid-year report berfore the meeting.*

*Yours sincerely,*

*M. Smith*

*Deputy Head*

After they have read the letter, ask learners questions such as:

* *What time is the parents’ meeting?*
* *Where will it be?*
* *What is the purpose of the meeting?*
* *What do the parents need to do before the meeting?* etc.

*Activity 3*

Learners listen to a recording of a phone call between a member of school staff and parents, then read a dialogue like this example (which can be adapted to local circumstances):

A. *Hello. Is that Mrs Khan? This is Barbara. I’m a receptionist at Yusef’s school.*

B. *Hello. Yes, I’m Yusef’s mother. Is there a problem?*

A. *No, no. Did you receive our letter inviting you and Yusef’s father to a meeting with Yusef’s class teacher?*

B. *Oh yes – sorry. When is the meeting?*

A. *Next Tuesday at 5.30. Is that convenient?*

B. *Yes, next Tuesday is OK. What is the meeting about?*

A. *It is a normal meeting about your son’s progress at school. These meetings happen every three months.*

B*. Good. Can Yusef come too?*

A*. Yes, of course.*

Check learners’ understanding of days of the week, dates and times, for example: *what day is it tomorrow? What is the date today? What time does the class begin on Friday?*

Use simple questions to check learners’ understanding of key words and expressions, e.g. *Who is speaking? Why is Barbara phoning Yusef’s mother? When is the parents’ meeting?*

*Activity 4*

Ask learners in pairs to have a similar conversation with a partner taking the roles of school secretary and parent, changing names, the times and purpose of the meeting, etc.

*Activity 5*

Learners imagine that they are at a meeting with their child’s teacher. The teacher has given them a school report (see sample materials below).

Teacher: *we are very pleased with Asman. She is doing well.*

Parent: *the new language is difficult for her. Is this a problem?*

Teacher: *in some lessons, my assistant teacher helps her with language. She now speaks quite well and is learning to read and write. But she is good at maths.*

Parent: *what about geography? Is she good at that?*

Teacher: *yes, and she is doing a project on her country with a classmate next week. Can you help her find pictures for that?*

Parent: *yes of course. Does she work hard and behave well?*

Teacher: *yes, she is a hard-worker and has made some good friends*.

Parent: *Thank you. We are happy that Asman is doing well at school now.*

To check comprehension, ask questions like: *which subjects are difficult for Asman? Why is the teacher happy with her work? What is the project about? Etc.*

*Activity 6*

Ask learners in pairs to change the report (material C). It can be about a different child who is good at different subjects, does not always behave well, is sometimes late etc. Then ask learners to invent a different conversation with a teacher using similar vocabulary and expressions.

**Sample materials**

**A)**







**C)**

***Name***: Asman Rahmani. ***Year***: 5. Class 5B. ***Teacher***: Karen Lopez. **Date:** 12th February

**Mid-year report**

|  |  |
| --- | --- |
| Language  | Asman is making good progress with the language and is now learning to write. |
| Maths | Asman’s maths is very good. She knows how to multiply big numbers. |
| Science | Asman is learning more science vocabulary and is very interested in biology, but she has difficulty reading the texts and doing her homework. |
| Art and design | I love the way Asman draws and paints in bright colours. |
| Physical education | Asman needs to be encouraged to participate in more sports or exercise.  |
| General | Being in a new school and learning a new language was difficult for Asman, but she is a very intelligent girl and is now making good progress. She needs to work on her reading and to do more homework – she can do this with the help of a teacher after school every Tuesday.Asman is enthusiastic and popular with her classmates. |