

COMMUNICATION PROCESSES

The following is the preferred process for communication to optimise chances of a successful outcome.

COMMUNICATION ONE:

- Contact the relevant parent/teacher via email
- Name what the key concerns are (in an email)
- If necessary decide when it is best for both parties to have the second 'in-depth' conversation.

The first conversation should only take a few minutes or can be undertaken by a brief email. A parent or a teacher can initiate these conversations at any time that is reasonable.

COMMUNICATION TWO:

The parent and the teacher then participate in a conversation that takes about twenty minutes. If the principles of 'ADOPT' are used then it gives each person some certainty that the conversation is not going to 'go off the rails'. Here is the process ...

ADOPT

- A Agenda** - The agenda is set by all participants. Name what you think the problem is.
- D Discuss** each agenda item using the FIX model.
 - F Facts** - Using the facts rather than emotion makes your point more effectively
 - I Inference** - Tell the teacher/parent what you think the problem is, based on the facts outlined. A useful phrase is, "It seems to me that ..."
 - X Explain** - Ask the other person to explain how they see things from their point of view. It is important to hear their perspective. Listen to what they have to say.
- O Options** - explore as many options as you can. They need to be practical to implement.
- P Proposal** - Make a proposal for moving forward. Advice may be sought from others. A follow-up email is sent confirming agreed action being taken, by whom, by when.
- T Time to Review** - Set a time to meet and follow up.

CONTACT DETAILS

You are most welcome to meet with any of your child's teachers or the relevant staff member to discuss any issues affecting your children.

As the primary role of staff is to be in classrooms working with your daughter, it is not possible for them to take phone calls during a school day. For this reason, contact with most staff is best made through email. Staff will endeavour to acknowledge receipt of your email within 48 hours.

Please note: As per the *Colleges Use of Electronic Facilities Policy*, communication with members of the college community should only be done at a reasonable time ie. Monday—Friday between 7.00am—6.00pm.

Emails are provided in the *Silver Pages* but can be configured by using the first four letters of the staff member's surname followed by their first initial and then the college email address:



Mount Alvernia College

Educating young women in the Franciscan Tradition



Communication Procedures

Achieving desired outcomes for students, parents, and teachers

Dear Parents/Caregivers

Welcome to Mount Alvernia College. We look forward to sharing your daughter's journey with you. As we know, mutually supportive and trusting relationships between teachers and parents provide the foundation for optimal student learning and development.

To this end, this brochure provides information and suggestions as to how students, parents and teachers can work together productively and harmoniously.

Outlined below are teacher, parent and student expectations and responsibilities.

EXPECTATIONS AND RESPONSIBILITIES OF PARENTS

- To be proactive and prompt in sharing information and flagging concerns with relevant school personnel;
- To build Christian community by supporting other students, parents, staff members and community activities;
- To operate from a position of trust in school personnel and their care, goodwill and professional knowledge;
- To ensure students attend school regularly and punctually for the full school day, in correct uniform, and with necessary equipment;
- To work through contentious issues with the College in a respectful manner;
- To meet all financial and educational responsibilities in a timely manner or to initiate communications with the Principal when this is not possible;
- To respect staff personal time. Parents should not send emails outside of work hours and expect an immediate response;
- Remember that, given work demands, teachers may not get to read emails until late in the day. Please only send non-vital messages via this medium;
- Your daughter's academic learning progress is best addressed through a telephone conversation or in a face-to-face meeting with the teacher.

EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

- To attend school regularly, on time, in correct uniform, and well-prepared for the day's learning;
- To be punctual in arriving at school;
- To learn and participate to the best of their abilities;
- To complete homework and other set tasks on time and to the best of their ability;
- To accept others as they are and treat all students, staff members - indeed EVERYONE - with courtesy and respect;
- To care for the total school environment and clean up after themselves;
- To accept the consequences of their behavior choices and restore relationships as needed.

EXPECTATIONS AND RESPONSIBILITIES OF TEACHERS

- To keep students, parents, and administration well-informed of what is happening at school;
- To have high but realistic expectations of each student;
- To provide a safe and supportive learning environment for students;
- To come to know and earnestly endeavour to meet the learning needs of students;
- To work collaboratively with other school personnel, parents, students, and outside school agencies to maximise student learning;
- To forgive students for lapses in behavior and to engage in opportunities to restore relationships if required;
- To be timely, open, and honest in notifying parents and other college personnel of achievements and concerns held for students and their learning;
- To work through contentious issues with students, parents, and school administration in a respectful and professional manner;
- To support the College's educational, religious, and community-building mission;
- To aim to respond to parent emails within two working days.

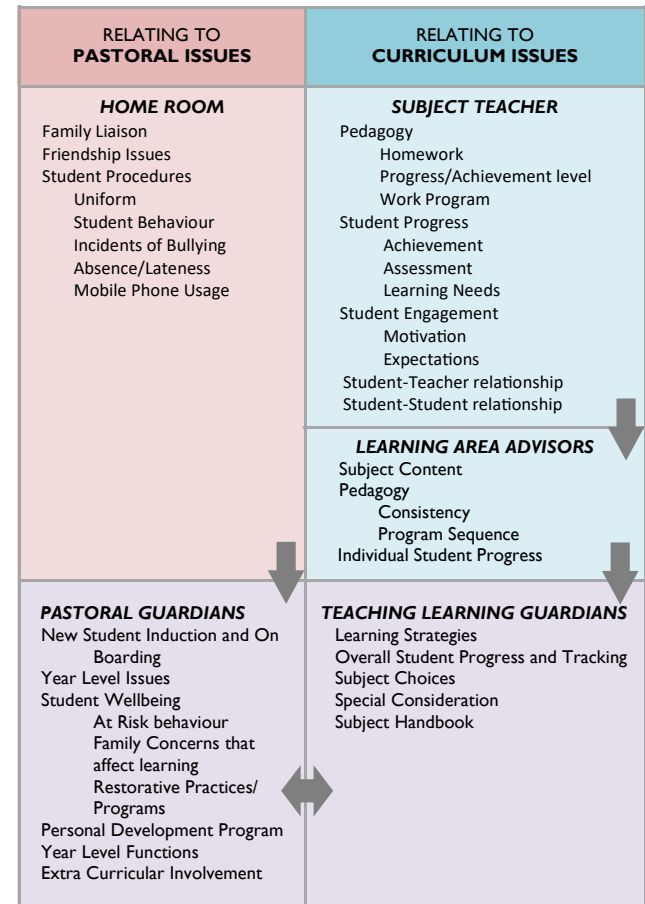
WORKING THINGS OUT

What can be done if there are concerns about how your daughter is going at school?

We value open and respectful communication. When concerns arise it is best if those concerns:

- are dealt with early;
- are managed informally (if appropriate); and
- involve the most appropriate people.

The following flow chart provides an overview of common issues and who would be the preferred person for you to contact:



Other processes and policies related to how to address concerns are available on the website. Please note this process should not be used for Student Protection issues.