**Acknowledgement to Country**

**Welcome**

**Lilly Prothero the relieving Deputy Principal and Focus Group leader for Strategic Direction 2. My focus team includes teachers across the stages and science**

**Early Stage 1 Rebecca**

**Stage 1 Marshall**

**Stage 2 Helen**

**Stage 3 Josh**

**Science Shirley**

**And our purpose is to**

**Increase student voice so that students have genuine opportunity to shape their learning and decision making in the school and further increase their sense of belonging through whole school well-being programs that enhance positive relations, ensure valued learning and promote engagement with the school community so that they can connect, succeed and thrive.**

**Tonight, I will be presenting but team members will implement presentations sessions as well. We are hoping to get one more session in during Week 11!**

**There are 11 sessions all up in the Investing in Parents program, which focuses on key goals that support the whole school implementation, fostering the social and emotional development of children, assisting them to develop to their full potential, within a common theme of developing RESILIENCE, the program focuses on the five key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG and EMOTIONAL RESILIENCE. Positive Habits of the Mind provide the "nuts and bolts‟ that support these foundations.**

**A program such as this becomes highly effective when it is embraced by our entire school community, students, staff and parents.**

**Therefore, your attendance tonight is invaluable. You are all the first teachers of your child/ren and you all play such a significant role in shaping their learning and development. Thank you so much for being here!**

**To ensure we have successful sessions, there are some ground rules for our meetings. (slide 3)**

**Ok let’s get going. Please consider the goals you have for your children. Think about**

* **What academic goals do you have for your children (in school)?**
* **What occupational goals do you have for them?**
* **What character traits do you wish them to develop in time?**
* **Do you have any goals concerning their relationships?**
* **Do you have any goals concerning their happiness?**

**Overall what is the most important goal – slide 4 poop your response in chat.**

**Parents seem to possess two main goals for their children:**

1. **achieve to the best of their ability *and***
2. **develop social-emotional wellbeing.**

**These two goals are highly related. To achieve to the best of their ability leads to children feeling happy and getting along. By contrast, children who experience strong negative emotions and frequently get into trouble are unlikely to achieve their potential.**

**The program is not just about helping parents manage aggressive or non-compliant children. It’s also about presenting knowledge and skills in the sessions to help parents develop the positive attitudes and skills in their children that will enable them to make responsible choices for behaviour.**

**Go through slide 5**

1. **“How many of you believe that your child could be doing better in one or more areas of schoolwork. Could I please have a show of hands?”.**
2. **Explain that despite parents’ best intentions for their children, many children do not do as well as they can in school.**
3. **A child who is not doing as well in school as he or she could. The term used in this session is *‘educational underachievement’*.**

**Slide 6**

**Explain that, through intimate knowledge of their children, parents may intuitively sense that their children could be doing better in their schoolwork. Mention that many children make it fairly obvious that they could be doing better in their schoolwork.**

**most reliable sign of underachievement is a child’s failure to put effort into schoolwork and homework. This results in work that is sloppy and/or poor quality.**

**Explain that a parent may sense that a child is failing to set goals high enough and is content with an average academic performance.**

**Explain that parents and teachers of ‘noisy’ children⎼ who dislike following rules and get quickly frustrated with unexciting tasks⎼ have an easier time identifying the problem..**

**Explain that parents and teachers of polite and quiet children have a harder time identifying underachievement. These children blend in easily with other students, come prepared to class, seem to listen in class, attend school regularly, make attempts to do homework, and usually obtain passes in all subjects. However, these children set their expectations too low, so they feel safe and comfortable, rather than challenged by school demands.**

**Slide 7**

**Go through ask**

**How many of you feel your child is underachieving?**

**Well, we can collectively reverse this**

**Slide 8**

**Children with positive social-emotional wellbeing not only have positive characteristics, but also reveal the relative absence of negative ones. All children from time to time experience negative emotions and make poor choices in behaviour. However, if children frequently experience strong negative emotions ⎼such as anger, anxiety, or feelings of hopelessness ⎼and make poor behavioural choices, then it can be determined that they are low in social-emotional wellbeing.**

**Slide 10**

1. **Point out that one of the most powerful ways that parents influence their children is through the use of positive reinforcement. By using positive reinforcement, parents demonstrate a positive attitude towards their children. This is so important for parents who want to improve their children’s achievement of social-emotional wellbeing.**
2. **positive reinforcement is using *‘encouraging words, actions or emotions that follow a child’s particular behaviour, so that the child will want to repeat the behaviour being reinforced’*. positive reinforcement is used most effectively when parents ignore the negative attitudes and behaviours of their children and instead, acknowledge positive behaviours.**

**It is quite common for parents to feel they are powerless in influencing the way their children turn out. Parents can think that their children neither listen to nor care very much about them. Dispel this notion! regardless of your children’s ages count a lot. You all have what it takes to have a positive influence you’re your children. This quality of ‘I have what it takes’ is technically called parent ‘self efficacy’. Indicate that Investing in Parents will provide parents with many useful ideas and skills that can help them feel their parenting can produce a desired result.**

**Parents of children with a history of educational underachievement and/or social, emotional and behavioural problems, may wonder if it’s too late for them to help turn their children around. As you did in the previous section with regard to children turning their achievement around, emphasise that once parents are willing and able to change their own attitude and behaviour towards a child who is experiencing difficulty, the child is likely to change.**

**Introduce the idea (to be covered in greater depth in another session) that there are seven good parenting practices that provide children with the support they need for their inborn talents and wellbeing to unfold.**

**Slide 11 go through**

**Send a checklist to attending parents slide 12**

**What next- apply session 1 learning**

**Set a goal with your child for Term 2**

**Slide 13**

**I would like to take this opportunity now to have any questions or opinions regarding our session tonight.**

**I d like to ask would you prefer face to face in week 11 or zoom and the best time for parents to attend.**

**You can send me an email**

**I will upload session content to our website.**

**Thank you for attending and good night.**