



Disclaimer

The *Achieving School Success* program is provided for information purposes only. The content contained within the program is of a general nature and should not be treated as a substitute for medical, legal or other professional advice.

No liability will be accepted to any person for the information or advice (or the use of such information or advice) which is provided as part of the *Achieving School Success* program, or incorporated into it by reference. The *Achieving School Success* program is provided on the basis that all persons accessing the program undertake responsibility for assessing the relevance and accuracy of its content. Further, no responsibility or liability will be taken for the advice given by any facilitator delivering *Achieving School Success* or of any websites or third parties which are listed on, or linked to the *Achieving School Success* program.

Copyright statement

© Achieving School Success 2015

Operating in association with Australian Korean Welfare Association, Child Abuse Prevention Service, Metro Assist Inc., NSW Department of Family and Community Services, and PYI Education consultant.

The © Achieving School Success 2015 program manual and accompanying PowerPoint presentation, flyer, poster, parent handouts and certificate may be downloaded, printed or photocopied for non-commercial purposes in the current format only. Apart from this allowed use or any other use permitted under the Copyright Act 1968, no part may be reproduced by any process, nor may any other exclusive right be exercised, without permission. Enquiries should be made in writing to Achieving School Success Copyright C/O - Child Abuse Prevention Service PO Box 1235 Ashfield NSW 2131.

Acknowledgements

The *Achieving School Success* program is the result of a wonderful collaboration between the multiple organisations and Government agencies listed below. This project has been developed over a three year period and reflects hundreds of hours that workers from these agencies have each dedicated to this initiative.

Australian Korean Welfare Association
Chinese Australian Services Society
Child Abuse Prevention Service
Metro Assist
NSW Department of Family and Community Services
NSW Department of Education
Relationships Australia
Multicultural Health Service, Sydney Local Health District

The project working group consists of many individuals and their work is acknowledged and appreciated. With thanks to; Karen Craigie, Ernest Yung, Su Kim, Mark Yan, Jinny Chung, Bei Wang, Jae Yang, Michelle Lazaris, Fatima Kourouche, Joy Siamoa, Lou Bacchiella, Lynn Cohen, Lucy Guzman. The support of Ashfield Council, Burwood Council and Strathfield Council is also acknowledged with thanks.

Special thanks goes to CAPS for authoring the *Achieving School Success* program and resources, and Slade Smith for their design.

As a part of project development, this program has been piloted and delivered across the Inner-West of Sydney by Mark (Ye) Yan and Isabella (Tae-Eun) Kim. Their contribution has been vital and their time and effort has facilitated the success of this program to date.

Finally, this resource would not be possible without the generous support of Collier Charitable Fund and John T Reid Charitable Trusts. Their recognition of the importance of this valuable work, and the partnerships behind it is truly appreciated.

Contents

Acknowledgements	2
Introduction	4
Part A	
Worker manual	5
About the program	5
Planning to run a program	7
Part B	
Program content	14
Session 1	14
Session 2	22
Session 3	32
Session 4	41
Part C	
Program collateral	50
Promotional poster and DL flyer	51
Translated parent handouts	61
Evaluation forms	129
Certificate	149
References	150

Introduction

Achieving School Success is a four session parenting workshop program developed for all parents wanting to foster their children's wellbeing and success during the school years. The program places special emphasis on supporting parents from culturally and linguistically diverse backgrounds as they navigate the Australian schooling system across the primary years.

This resource has specifically been developed for use by professionals working with families and/or supporting parents of children aged between 5 and 13. Whilst a variety of adults care for children, these materials will use the word 'parent' throughout the program. This 8 hour program is designed to be delivered in 4 x 2 hour sessions but can be adapted as required. The program can be delivered in workshop format with a larger number of participants, or in small group format in a more traditional parent program style. Components of the program, or its associated resources can also be utilised during one on one work with individual parents or families.

The program aims to enhance the relationship between participating parents and their children, and is child protection focussed. Recognising the high prioritisation of academic success in many cultures, the sessions seek to improve parental understanding of brain development and how trauma impacts on the brain and learning, and to increase parental use of positive parenting practices to enhance and support children throughout their schooling. The program also covers critical information about Australian schools and strongly encourages parents to engage with their child's school.

The program is child-centred and strengths-based, and references important concepts pertaining to neurobiological development, emotional intelligence, attachment theory and positive parenting.

This program has not been formally evaluated, but has been piloted and delivered to hundreds of parents from across Greater Sydney. Feedback from program delivery indicates a high level of participant satisfaction with the program, and significant improvements in knowledge about the Australian

school system, awareness of and willingness to engage with local service providers, and increased participant awareness about supporting children in their social and educational development.

Program Manual Contents

This program is available for free download online.

Facilitator's manual

This facilitator's manual is for use by professionals facilitating *Achieving School Success* as either a workshop series, a smaller group program, or one on one work with families. The resource includes all the information required to prepare for, facilitate and evaluate the program. It includes background information on the project, along with session outlines, activities, parent handouts, evaluation information, promotional material, and certificates of participation for parents. This manual can be used in conjunction with, or independently of the *Achieving School Success* PowerPoint presentations which accompany this resource. In order to ensure program fidelity and success, it is important that professionals wishing to deliver *Achieving School Success*, read through the entire manual prior to program delivery.

PowerPoint presentations

Whilst the program can be delivered without slides, four PowerPoint presentations are also included to support the delivery of the sessions.

Handouts for parents

Handouts have been developed to enhance parent learning and are included in part C of this resource. Parent resources have been translated in to Chinese (simplified), Korean, Arabic and Vietnamese.

Part A

WORKER MANUAL

About the Program

In 2011, one of the Inner West (Sydney) NSW Department of Family and Community Services offices became concerned about an increase in child protection notifications for children from particular cultural backgrounds. Most of the notifications pertained to unrealistic educational expectations, domestic violence and an unwillingness of families to seek support. Due to the significant representation of these identified cultural populations within Sydney's Inner West, a working party comprising multiple local agencies, culture-specific services, local councils and government departments, was convened to address the trend. The critical issue that was identified by the working group revolved around the fact that education systems are vastly different around the world, with some cultures placing a much higher value on academic achievement than other cultures. It was recognised that many challenges face parents from culturally and linguistically diverse backgrounds (CALD) as they navigate the Australian school system and for the children raised in these families, as they attempt to balance the expectations of their parents and cultural background with the realities and priorities of Australian schools, universities and employers. This added pressure and the extent of the pressure on children "may increase anxiety, contribute to mental health complications and in some cases manifest in parental behaviours that whilst well-meaning, are actually abusive and create a context of trauma that undoes the hard work of dedicated study" (Pardy, 2014, 11).

It was also identified that it can often be difficult for families from CALD backgrounds and particularly new arrivals, to access information about Australian systems such as education, family law and child protection. This was seen as an additional barrier, creating isolation, compounding family stress and potentially putting children and women at further risk.

On this basis, it was determined that the focus of the initiative would be fourfold. To:

- Increase the number of parents who use positive parenting practices.
- Increase the number of parents who have positive relationships with their children.

- Reduce the number of women experiencing violence from this group.
- Increase the number of parents using local services, resources or activities.

Due to the strong connection between the original child protection notifications and parental perceptions about child academic performance the program would also deliver information about how the education system works in Australia and how parents can best support their child through school, and promote an understanding of brain development and how trauma impacts on the brain and learning.

Selection of the target audience for the project was extensively considered. Working group members acknowledged the broad and complex network of public and private educational providers and community organisations involved with delivering formal learning to children. This network was considered in the context of a range of factors including; the relevance of the program to the provider's clients, ease of access to the provider and the ability of the provider to engage with parents (as the desired target audience). The group also reviewed the possibility of targeting the parents of children of different ages and at different educational stages. It was established that the program would be tailored to parents and carers of primary school aged children, and that the target environment would be the primary school itself.

The four session format was determined after extensive consultation and research review. The program was drafted as four initial PowerPoint sessions, and reviewed by working group member organisations. Once finalised, the presentations were translated and an evaluation was developed and tailored to each session. Funding was secured via grant writing to begin piloting the program with the Chinese and Korean communities in the Ashfield, Burwood and Strathfield areas. Educational and childhood health professionals delivered the program pilot in the Mandarin and Korean languages, and a variety of highly accessible community venues were used.

Evaluation played a critical role in the development of the sessions. Program content has been modified

considerably since its initial drafting, and further developed in response to participant feedback and the observation and continued work of the community professionals involved with the project.

Following the initial piloting of the *Achieving School Success* program, further funding was secured by multiple agencies to deliver additional programs. Overtime and with continued development, the program gathered significant community interest. The *Achieving School Success* program won the Family and Community Services (FACS) 2014 Mary Dimech Multicultural Award for a team program. Members of the working group were also invited to present program information at various forums and symposiums, and a broad range of community organisations expressed interest in delivering the program within their own communities.

In late 2014, members of the working group reconvened to determine the future direction of the program. The idea for this training package was developed to build legacy and sustainability into the project, to address the continued interest in the program and meet the ongoing community need for such work. Further funding was sought and secured, enabling the development of this training package and the opportunity for community professionals to deliver *Achieving School Success* to parents and carers across Australia.

Planning to run a program

The *Achieving School Success* program is a psycho-social model designed to be utilised by community professionals in a variety of settings, and for a diverse range of target groups. The program has therefore been structured to be offered in multiple formats. Whilst flexibility has been built in to the program significant planning and preparation should take place to establish the program, and ensure the successful delivery of program content and outcomes.

Funding your program

This program has been designed to be delivered to clients for free. As such, this resource has been developed as one that is freely accessible to anyone wanting access to it. It is therefore possible to download this program and deliver it to a client or group of clients in a free community venue, at low or no cost.

More likely though, a facilitator will want to have access to some funding in order to deliver a more substantial program with program handouts, child care, and some promotion.

On this basis, a general budget has been provided below which outlines the costs associated with running the multiple programs that formed part of the pilot of *Achieving School Success*. These programs were run in Sydney and so are likely to reflect the more costly end of program budgeting. This is intended as a guide only and it is important to note that on many occasions line items were able to be sourced or provided for free with the use of free community venues, volunteers instead of paid child care workers and so on.

ACHIEVING SCHOOL SUCCESS COSTINGS 2015 (Guide)

ITEM	COST
Facilitator (total cost)	\$1,600
Child Care (2 workers per session)	\$1,200
Tea/Coffee/Biscuits	\$50
Printing of resources	\$300
Promotion	\$200
Evaluation	\$800
Administration and Coordination	\$350
Venue	\$1000

There are many options available to source funding for program delivery. Those mentioned below relate specifically to the Australian context however are likely to be relevant in any community.

Local councils regularly provide grants programs. These are usually in the form of small grants of between \$1000 and \$5000 which is more than adequate to cover the costs of most program delivery. Each council will have different program guidelines and deadlines for applications so it is necessary to plan well in advance to ensure there is adequate funding by the time the program is to run. State and federal government departments also offer a broad range of grants programs.

Foundations, trusts and commercial grants programs (such as banks and insurance companies) are also a great source of funding. Targeting funding programs that name education, child protection/family violence, or new arrivals/migrants as a funding priority will greatly increase the chance of grant success. Facilitators wishing to run the program in a regional, remote or rural area of the country, may also wish to apply to one or more of the many specific entities available that fund programs in these communities.

In NSW, the club grants scheme provides funding for projects delivered in local communities across the state. Each local community will have different funding priorities so it is important to research these prior to applying. There are similar programs available in other states such as Northern Territory Community Benefit Fund.

A model that is regularly employed to fund projects such as this one involves bringing together a group

of agencies to deliver the program, and having each agency contribute a nominal amount of a few hundred dollars or more to fund the program. This also has the added community capacity building impact of modelling collaboration, and bringing new programs into a region.

It is also possible to approach various businesses or providers within the community and either seek financial sponsorship or in kind donations of a venue, catering for sessions, or printing costs.

When developing your application or letter of approach for funding or sponsorship you may like to include the following:

- *Achieving School Success* was the winner of the FACS Mary Dimech Multicultural Award 2014.
- The program has been extensively tested and piloted with multiple user groups.
- The program has built-in evaluation tools that are based on a Results Based Accountability framework.
- The program materials provide culturally appropriate content that has been translated into multiple languages for use.
- The program is child-centred and strengths-based, and references important concepts pertaining to neurobiological development, emotional intelligence, attachment theory and positive parenting.

Establishing target group

Whilst it is possible to deliver the program to many different audiences, the content and program materials have been developed with CALD clients in mind. This should be taken in to consideration when establishing the target group for program delivery. There are translated parent handouts available in multiple community languages. These can be found in part C of this resource.

Ideally, target groups emerge through observed community need. It may be that a school principal or teacher identifies that a cohort of parents within the school could benefit from program content, or a social worker recognises that a particular client family are experiencing issues that may be addressed through session delivery.



As such the target group may be an individual family or client, or it may be a designated population in a defined catchment area such as the parents attending a particular school. As with the piloting of this program, the target audience might also be defined as a specific group within a region. For example, Korean parents and carers living in the Inner West of Sydney.

When targeting a specific cultural group the principals of culturally appropriate interventions should be foremost. This requires that the facilitator not only have some cultural competence and knowledge specific to the culture in relation to parenting practices, but also a recognition of any cultural sensitivities relevant to program delivery. It is highly recommended that the facilitator has the same cultural background as the target group.

When establishing the target audience the following should also be taken into consideration:

- The facilitator's understanding and familiarity with the group.
- Access to and engagement with the group.
- Suitability of the program to the community.
- Resources available to facilitator.

It is important to give adequate consideration to these points when determining target audience because this will also influence the decisions of the facilitator around the format of the program delivery.

Establishing program format

Once target audience has been determined, it is necessary to establish the most suitable program format for this audience.

As outlined previously, it is possible for program content to be delivered either in a one on one setting, in small group format, or in seminar format. The manual therefore includes program content to be delivered to any target audience, and also specific activities to be used with individual parents/families, and group work ideas to support program implementation in a smaller group format.

The seminar program can be delivered to a group of any size. During the piloting of this program, these group sizes varied from approximately 8 people to over 70 per session. It is important to note that the larger the group, the larger the number of 'helpers' needed to support the program delivery.

For smaller groups it is possible for one person to set up and facilitate the entire program. It is then necessary only to determine whether the facilitator will run the program as a straight forward set of four seminars, or will create more of a 'group work' style. If running with a group work format, it is advisable that the group number not exceed 10 clients if only one facilitator is available, and 15 clients if two facilitators are available. The facilitator may use the activities and discussion points found throughout the manual. The group program format lends itself to more parent participation, group activities and facilitator-led discussion, and may require the addition of an extra session at the beginning or end of the program to allow for the extended time needed to include these group activities.

When to run the group

During the pilot, the tendency was to deliver the sessions across 4 weeks during school term time, usually from around 10am – 12pm (within school hours). This worked well, however it is clearly possible to choose a variety of other time slots for the program. It is necessary to consider the most appropriate time for the chosen target group, as well as other factors such as whether clients will be bringing young children requiring child care. In general, being mindful of the fact that parents

may have school aged children requiring pick up and drop off, will be an important guide. Running programs during school term time, although avoiding the first and last weeks of term, also tends to improve attendance.

Selecting a venue

The venue should be chosen based on the following questions:

- Does it accommodate the size of the group?
- Does it have adequate facilities? (power outlets, chairs, tea/coffee making)
- Is it easy for the facilitator and target group to get to, and to find? (is it accessible for wheelchairs/prams, is it located in the community of the target audience, adequate signage, close to transport, free parking available)
- Is the layout suitable for the program format chosen?
- Is there a separate and safe area for child care?
- Are there other programs or activities running nearby or in the same venue that may interfere with program delivery?
- Is the venue available at a time when the group is planned?

Program promotion

There are various strategies that are effective in engaging community members for such a program. Translated, editable program promotional collateral is available in the form of an A3 poster and DL flyer for download as part of this package. Promotional timing is important and a lead in time of approximately 5 weeks is recommended for effective promotion, to ensure that promotional materials not only reach the audience but that members of the target community have an opportunity to receive the messaging, make a plan to attend, and register.

Promotional efforts will be influenced by the target group and there may be a very limited need for promotion depending on the audience and the desired size of the group. It is strongly encouraged to work in partnership with other agencies in the delivery of *Achieving School Success*. This can enhance access to clients and increase registrations via referrals and client communications.



Program registration

The registration process is a critical part of the implementation of the *Achieving School Success* program. If promotion has been delivered in a community language, it is highly recommended that the person listed on the flyer to take registrations is able to speak that community language.

If child care is not being provided as part of the program parents should be reminded at the time of registration that they will need to make arrangements for their children whilst they attend the program. If child care is being provided, details of whether child care is required and for how many children, should also be obtained when clients register.

It is often the case that there is a last minute rush of registrations in the few days leading up to the group actually beginning. It is also likely that parents will attend the program, who have not already registered ahead of time. Program facilitators need to have a plan in place for accommodating this.

Sending out an emailed confirmation of registration to all parents who have registered for the group serves as a good reminder to clients that they have committed to attend. A ring around and/or confirmation email to registrants a few days prior to the program beginning is suggested as a reminder. Parents booked in for child care should be encouraged to arrive 30 min prior to the start of a group to allow for enough time to settle children in to child care, and liaise with child care staff ahead of the program beginning.

As is the case with many free programs, parents may register for a group and then not actually attend. The *Achieving School Success* program is designed to be delivered in multiple formats. If it is being run as a set of 4 workshops, it is desirable but not problematic if registrants do not attend each session. If the program is being run in small group format it can be highly disruptive to group dynamics and the progress of other parents, to have a client join a small group halfway through a program. It is therefore strongly suggested that facilitators do not intake any additional parents once a small group has begun. In either approach, facilitators should not issue a certificate of attendance to a parent unless all four sessions have been attended by that parent.

If delivering the program within a discrete community group such as a particular school community, effective program promotion can be achieved utilising content placed in the school newsletter, program posters posted on school noticeboards, communication to the school P & C committee, an email to the parent body or note sent home with children for parents, and use of school apps or social media to promote the group.

If running a program for a particular cultural group the facilitator should collaborate with key community leaders in the planning and delivery of the program. Many cultural groups maintain networks via online community forums, social media groups and web-based newsletters. Direct placement of promotional content with these outlets can assist with engaging the target audience. Use of community language media and translated advertising on community language radio or print press can be helpful. Program posters sent to local schools in the area may also drive program registrations.

One of the most effective ways of promoting a group is via other community professionals. Emailing digital versions of the promotional flyer out to interagency networks, to community health and school staff is also advisable.

Logistics of program delivery

As with the delivery of any workshop or parent group, the facilitator should prepare adequately for actually delivering the sessions and arrive on site with sufficient time to set up the venue appropriately and brief staff and/or volunteers. Points of consideration for preparedness include:

- Facilitator manual, PowerPoint and other program resources.
- Parent handouts for the session being delivered.
- Registration and evaluation forms.
- Building in time for completion of forms at beginning and end of session.
- Intake forms if running the program in small group or one on one format.
- Pens for clients to complete paperwork.
- Name tags for small group format.
- Requisite technology including projector, computer, or screen.
- Signage to direct parents around the venue, and to the child care area.
- Tea, coffee and refreshments if such are being provided.
- Toys for children in childcare.
- Briefing child care workers.
- Power board and extension cords.
- Venue layout (considering chairs, tables, power outlets).

Ensure there is built in adequate time to answer questions, pack down and tidy the venue upon completion of each session.

The importance of group guidelines

Whether the facilitator is delivering the program as a set of seminars to many participants, or in group format to a smaller number of parents it is vitally important to begin each session with a brief review of group rules. This ensures that everyone feels safe within the group and that the program can be facilitated effectively.

If the facilitator is running a small parent group it is advisable to engage participants in the establishment of group guidelines.

Group guidelines might include:

- Confidentiality.
- Punctual start and finish times.
- Turning mobile phones off or to silent during the group.
- Respecting the opinions of others.
- Taking turns to talk.
- All parents have a choice as to whether to participate in any activity.

Program facilitation

It is widely acknowledged that the professional relationship between facilitator and clients is a key contributing factor to positive outcomes (Patterson & Chamberlain, 1994). It is therefore important that facilitators focus a significant amount of preparation and delivery time to ensuring their competence in relation to building rapport with clients, communicating and listening effectively, delivering the program at an appropriate pace, managing group dynamics, and providing empathy and concern towards clients.

Facilitators of *Achieving School Success* should be highly familiar with their local community and ideally from the same cultural background as the target audience for the group. It is not expected that facilitators are to be subject matter experts on every topic relating to parenting. Where a facilitator feels that they are unable to answer a parent question on the spot it is good practice to engage the broader group to share the ideas and responses of other parents. This supports parents in their own reflective practice and provides an opportunity for shared learning. If a facilitator finds themselves 'stuck' at a question or comment, the facilitator may wish to acknowledge that there are additional resources that are useful to consult with prior to responding and commit to addressing the question or topic at the next session. This will give the facilitator an opportunity to go away and access additional expertise and information that will allow them to adequately respond.

When delivering the program to a specific cultural group or to a multicultural group it is to be understood that the role of the facilitator is not to challenge or question cultural beliefs or practices.

Rather, the facilitator's role is to support parents through the process of developing effective parenting strategies and learning new information about Australian schools and systems.

During sessions it is important to be aware of any sensitivities within the group, and to manage any questions or commentary from other members of the group which may affront or undermine a participant.

Facilitators should access continued supervision throughout the course of the program, and schedule in an opportunity to debrief after each session with a supervisor or colleague.

Use of program resources

Achieving School Success has been established for use in various formats and may be delivered as a small parent group model with up to approximately 15 clients. The group may also be delivered during one on one or family casework.

The program is split into four sessions. Each session has its own section within this manual and is structured to include both content and practical work.

Content

All four sessions deliver a significant amount of content. Each session focusses on a specific topic set and includes information that draws on a range of approaches.

Key points of content are included in the PowerPoint presentations that form part of this manual. Summary content has been developed into a set of parent handouts which can be distributed at the beginning of each session to support parent learning.

Discussion points

Each session also includes one or a number of discussion points. These have been included to support facilitators in prompting parents to contribute thoughts and ideas around the content of the program. "Encouraging discussion during group work with parents is an excellent mechanism for incidental learning and an opportunity for parents to process information in an alternative way" (Rickertson, 2011, p9).

Use of discussion points is entirely optional, and not always advisable. It may, for example, be challenging to manage a discussion amongst larger groups of parents. Facilitators may also wish to add or exclude discussion points to tailor the program more effectively to their target group, or to better fit the time frame for program delivery.

Activities

At least one activity has been built into each session. These are included as a guide only and have been designed to enliven the content of the program and give parents an opportunity to practice the skills they have learned. To ensure program fidelity it is not recommended that facilitators alter the program content. As above, facilitators may wish to add or exclude additional activities to tailor the program more effectively to their target group, or to better fit the time frame for program delivery.

The use of activities is suitable when delivering the program to a small group of parents, or with individual parents.

Homework

Each session provides ideas for parent homework, which is best used when running with a small group format or with individual parents. These are simple activities for parents to try at home. Parent homework should not be compulsory, but is to be encouraged.

Family Focus activities

To support the development of strong families there are four *Family Focus* activities built into the program. These are incorporated into the homework set for parents after each session. They can also be used as stand-alone suggested home activities for parents, in groups of any size. *Family Focus* activities are suggested as a way of encouraging families to spend quality and positive time together. These are designed to be enjoyable for parents and children of all ages. They focus on strengthening the family unit by facilitating communication, negotiation, family decision making, and bonding. These activities are not compulsory.

Program evaluation

Evaluation forms an important part of program delivery and is also vital as a method of assessing the effectiveness of the program and the facilitator. Included with this resource is an evaluation form for each session. These have been translated into various community languages.

If funding has been received to deliver the program it is particularly important that an effort is made to collect as much evaluation data as possible. Some extra time may need to be given to this process at the end of sessions, or the program to ensure that parents are able to understand and complete each session evaluation. Feedback information can then be utilised as a part of funding reporting to demonstrate evidence of program delivery and success.

The client group should be taken into consideration when delivering evaluations. Some clients may have low literacy levels and the completion of such evaluations may take much longer or require the support of a volunteer to assist with explaining the process and evaluation questions.

Some client groups may not be comfortable with completing any form of evaluation, and may be put off attending further sessions if evaluation is enforced. If a facilitator becomes aware that this may be the case either prior to, or once the group has begun an alternative or less formal evaluation strategy may be utilised. For example, it may be sufficient to close each session with a discussion around some of the questions of the evaluation, to provide a mechanism of feedback on the program.

In general it should be considered that the completion of all client paperwork is optional. It is far more important that a client participates in each session and is able to access the information and resources associated with the program, than to insist that a client complete evaluations if they are not comfortable in doing so.

It is also important that participants are not overloaded with paperwork, either at the registration or evaluation stage. This can be off-putting and intimidating to clients. Therefore if an agency uses its own set of client forms or assessment tools, consider whether certain forms duplicate each

other, and whether it is necessary for clients to be issued with all forms.

Community referrals

One of the key features of effective program delivery, and the impetus in developing a freely accessible program, has been the understanding that local professionals in communities all over Australia are the gatekeepers to parents and families having broader access to important community resources and services.

Achieving School Success draws together a range of information sets and references additional programs which may assist parents in further developing their knowledge and parenting skills. Facilitators are encouraged to suggest additional community programs or resources to families, and are reminded to discuss such programs with parents first, and seek their consent prior to making referrals.

Wherever possible, facilitators may also wish to invite community professionals from local schools or agencies to be on hand for one or more of the sessions to respond to specific questions. This will need to be managed effectively to ensure that this does not eat into program delivery time. It may be necessary to add an additional 30 min to any session at which a local community professional will be present for parent questions, to allow for discussion after program completion.

In cases of disclosures of family violence or child abuse, or where a facilitator has concerns for the wellbeing of a child, facilitators should follow their organisational child protection policies and contact the child protection department in the relevant state.

Part B

SESSION
CONTENT


Session 1

Background

This session introduces basic knowledge of the Australian education system along with syllabus and curriculum. It explores the different stages of schooling and details what schools expect from student at each stage. It also examines what parents can expect from children at different developmental stages, and details the rights and responsibilities of both students and parents.

This session also looks at key roles within the school (such as school counsellors and the principal) and the function of those roles.

Introduction of program

The welcome and introduction process sets the climate for the delivery of the rest of the program. It is an opportunity for the facilitator to build rapport with parents and introduce the framework for delivery.

During session 1 facilitators should introduce parents to the entire *Achieving School Success* program. It is useful to emphasise that the program involves four sessions and to encourage parents to participate in all four sessions in order to gain the maximum benefit from the program. When running a small parent group, the introduction should also make clear that attendance at all sessions is necessary in order to receive a completion certificate.

The introduction is an opportunity for the facilitator to briefly introduce themselves and should include an orientation to *Achieving School Success*, emphasising that:

- *Achieving School Success* primarily focusses on supporting parents in assisting their children through the primary school years. However all of the knowledge and parenting skills within the program can be used with children of any age.
- Parenting can be challenging and the sessions provide an opportunity to learn new things to help with parenting challenges.
- Navigating the different stages and expectations of schooling is difficult for parents, but also very challenging for children.
- The experience that children have at school will differ greatly to the experience that their parents had. This is even more so the case when children are being educated in a country that is different to the country that their parents were educated in.
- Children today are faced with many additional challenges such as the need to manage their online presence and adjust to the rapidly changing technology that influences all aspects of modern life.
- Each parent, child and family is unique and parents are encouraged to use the information and skills gained through the program in a way that best fits their own family.

Remember to also include housekeeping and basic safety information such as location of toilets, emergency exit information and so on.

Distribute session 1 parent handouts (available in part C of this resource).



ACTIVITY ONE

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

Parents should be broken into pairs and asked to interview each other with the questions below. Following interview time, reconvene the group and ask each parent to introduce the other person to the whole group.

Interview questions –

- What is your first name?
- What are the names and ages of your children?
- What was your favourite subject at school?
- What is your child's favourite subject at school? (pick one of your children)
- What do you enjoy doing on holidays?



Facilitator Tip

Write the questions on a large sheet of paper or a white board as a guide for parents. Have pens and paper handy for parents to use so they can make some notes during the interview.



Overview of the Australian schooling system

Education is a critical factor in the life of a child. Sidonne (2009) explains that a good education can lead to a better job and income but also a healthier life and increased life expectancy. Whilst lower student motivation and decreased ability to learn have been linked with aggression and violence, lack of exercise, and a range of other factors.

Parents have a critical role in creating a safe, nurturing environment for children so that they have an opportunity to reach their full potential. It is important that parents have an understanding of the Australian school system, how it differs from other education systems around the world and what is expected of students and parents, so that parents know what to expect and can help their children achieve success at school and beyond.

The Australian school system includes:

- **Preschool** - Generally offered in an early learning setting to children between the ages of 3 and 5.
- **Primary school** - Runs for seven or eight years, starting at Kindergarten or Preparatory through to Year 6 or 7.
- **Secondary school** - Runs for three or four years, from Years 7 to 10 or 8 to 10.
- **Senior secondary school** - Runs for two years, Years 11 and 12.

School education is similar across all of Australia with only minor variations between states and territories. Schooling lasts for 13 years, from kindergarten to senior secondary, and is compulsory until at least the age of 16.

There are many different types of schools including; government schools, non-government schools and schools based on educational philosophies such as Montessori. All schools must be registered with a state or territory education department and must adhere to government standards and requirements.

“Australian schools do more than just educate students. They prepare them for life – developing communication skills, self-discipline and respect for themselves, their peers and their world....They also believe strongly in the benefits of a rounded education – including the teamwork, self-expression

and personal development that happen outside the classroom” (www.studyinaustralia.gov.au/usa/australian-education/schools).

The system aims to create successful learners – those who utilise creativity, logic and strategy in their thinking, are tolerant, optimistic, responsible, self-aware and able to manage their own emotions and behaviours. Key features of the Australian education system include; the promotion of lifelong learning, multiple subjects for a variety of pathways to success, a student-centered teaching and learning model and a full range of assessment methods.

Considerations for starting school

Starting school is a significant and important process for each and every student. “Children face many challenges as they navigate a new environment, establish peer relationships and learn to function within the structure of a classroom setting (Compus, 2011, 23). In Australia, beginning school is likely to be more challenging for children from CALD families. Children from these backgrounds are also less likely to attend an early childhood education and care service before they start school. (Rosier & McDonald, 2011)

CALD families may also have concerns regarding children’s transitions to schooling. These concerns may include worry about children’s proficiency in English, worry about bullying as a result of skin colour or accent, and the influence of Western cultural values on their own cultural and religious values (Sanagavarapu & Perry, 2005).

“Children’s long term success in school derives from their learning experiences before school and the ongoing learning environment in the early school years” (CCCH, 2008, 1). The transition to school, and the early partnership established between parents, teachers and school can help make this period of change more manageable for children and their parents.

There are many factors that influence a child’s ability to adapt to school including:

- *Child characteristics*: characteristics such as personality, social skills and intelligence (Cowan et al, 2005).
- *Parental characteristics*: such as relationship status, socio-economic status and parenting practices/style (Smart et al, 2008).

- *Community characteristics*: the services and schools available to children and families, and the relationship that families have with these providers (Farrar et al, 2007).

Primary School

Primary schools in NSW currently follow a curriculum based on different stages of learning.

- Early Stage 1 : Kindergarten
- Stage 1: Years 1 and 2
- Stage 2: Years 3 and 4
- Stage 3: Years 5 and 6

A wide variety of teaching and learning approaches are utilised in the primary school setting including individual activities, group and whole-class work. Students learn through active participation that is designed to prepare them for lifelong learning. The teaching methodology is based on a student-centred and quality teaching framework. Children’s skills and abilities are developed, and there is a focus on raising children’s interest across a balance of learning areas whilst supporting good learning habits.

There is a strong emphasis on the development of literacy and numeracy skills because these aspects of learning are critical to children succeeding in further stages of learning and are also much-needed ‘real world skills. As such, English and mathematics can take up half of student learning time in primary school.



Discussion Point

WHAT ARE THE MOST IMPORTANT SKILLS/ KNOWLEDGE CHILDREN NEED TO HAVE IN ORDER TO SUCCEED IN THE WORLD TODAY?

FACTORS TO CONSIDER:

- **Constantly changing technology.**
- **Changing nature of work environments (remote offices, internet-based business).**
- **Emotional intelligence is now considered as a more relevant indicator for success than traditional intelligence.**

Primary school syllabus and curriculum

Learning in the primary school years (Kindergarten to Year 6) focusses on six main areas:

- English
- Mathematics
- Science and Technology
- Personal Development, Health and Physical Education
- Human Society and Its Environment
- Creative Arts

Each syllabus has clearly established objectives and outcomes, organised as 'knowledge', 'understanding', 'skills', 'values' and 'attitudes'. The documentation associated with curriculum is available from the Board of Studies or equivalent in each state.

Students learn at different rates and in different ways. Teachers cater for the learning needs of students through providing a differentiated curriculum. All schools work within a curriculum which is a guide of the areas of knowledge and learning that need to be covered off at each stage of schooling. In addition to subject-based content, primary school learning addresses important contemporary themes and general capabilities as students prepare to live and work successfully in the 21st century. These include; information technology, critical and creative thinking, personal and social capability and ethical understanding.

Children are required to show a balance of capability across all areas, many of which cannot be developed through study and text book learning but rather require 'hands-on', practical learning, and a range of experiences in and out of the classroom.



Facilitator Tip

Stage statements outlining outcomes and expectations for kindergarten to year ten students in NSW are available for download from the Board of Studies website.

What is expected of students?

Schools have a number of expectations of students at the different stages of schooling. Students are expected to attend school daily and maintain the academic progress required at each stage of the curriculum. Students are also expected to demonstrate skill, learning and development across a whole range of areas in order to successfully move through the school years. Students are expected to have:

- Appropriate social skills.
- Good communications skills.
- The ability to contribute to and participate in the class and school environment.
- An understanding and respect for cultural diversity.
- A good level of physical wellbeing and development.
- Good problem solving skills.
- Resilience.
- The ability to cooperate with school rules and with teachers and peers.
- Personal responsibility and self-leadership.
- Decision making ability.

Many of the important themes of the curriculum cannot be learned from a text book and intensive study but are developed through participation in sport, art, music and social experiences. "It is not sufficient for a child to be good at maths and science. If they have not had an opportunity to develop important personal and social skills they may still fall behind" (Braxish, 2015, 131).

It is important for parents to support their children across all of the areas of their learning because high academic results do not guarantee work and life success and there is a great deal of current research

that proves that the ability to be creative, socially capable and emotionally intelligent are far more important indicators to life and work success than academic results.

There are many programs available for parents, grandparents and carers to attend that can assist them in helping primary school-aged child to develop some of the skills that will be important for them at school and in life. Local libraries, centres, schools and community facilities often advertise these initiatives.

Parental expectations

In order for children to succeed at school parents need to have high expectations and let their children know that they think it is important to do well in school. “When parents consistently express belief in their children’s potential and tell their kids that they expect them to succeed academically, students do better.” (www.peopleforeducation.ca/wp-content/uploads/2012/04/success-parents-print.pdf). How parents feel about their children and how children feel about themselves will be affected by the expectations parents have for their children and for themselves as a parent. Parental expectations also need to be realistic, age-appropriate and relevant to their child’s experience of attending an Australian school. “It should be acknowledged that parents raising children in a culture that differs to the one they grew up in themselves, will likely experience a significant mismatch between their expectations and understanding, and what is the reality for their children....it is important that parents then set a standard for their children that is relevant to the context and culture in which...children are being raised” (Mackay, 2015, 3).

A useful framework for establishing appropriate expectations for children is provided by Turner, Markie-Dadds & Sanders (2010). This approach suggests that parents base expectations on the following:

- Their own expectations of their child (Are there too many rules? Is every rule necessary? Is the child old enough to understand and follow parent rules? Some problems can be solved by the parent deciding that a behaviour is not a problem).
- The expectations that other parents have of their own children.

- School expectations of children (it is easier for a child to follow the rules if the rules at home are similar to the rules at school).
- Their own expectations of themselves (No one is perfect. Expecting perfection from a parent or child can lead to disappointment and conflict).
- Their ability to model the behaviour that they expect from their child.

Problems can occur when parents expect too much of their children, or for their children to be perfect. It is vital that parents teach children that making mistakes is a part of the learning process, and something that everyone does. If a parent is not happy with how their child is going or performing they should consider whether they are expecting too much or too little and whether the matter will be a problem for the child later in life.

“Punishing a child for an error or for not being perfect does not improve the child, nor teach the child anything at all” (Queen, 2013, 4). There is also an emerging body of evidence linking excessive parental pressure and unrealistic expectations to youth stress and mental health complications.

Parents who feel that they don’t understand what appropriate expectations may be or are concerned their expectations may be too high should speak to their child’s school for support and guidance.





ACTIVITY TWO

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

Write the following child-related tasks on a large sheet of paper or a whiteboard.

1. Completing homework.
2. Packing school bag for the day ahead.
3. Dressing in school uniform.
4. Reading chapter books.

Break parents into two or three smaller groups. Instruct parents to work in their groups to determine the age at which it would be appropriate to expect children to be able to independently complete the above four tasks.

At the completion of this activity, reconvene the group and hold a discussion on the results of the group work.



Facilitator Tip

This is a good opportunity to guide parents towards appropriate expectations for their children. If you find that a particular small group is allocating activities inappropriately to child age and stage (for example, expecting a kindergarten child to independently read chapter books), ask the broader group what they think, draw out appropriate responses or comments, and utilise group discussion as a way of clarifying what realistic expectations are. This can work far more effectively than simply telling a parent that they are wrong!

In general, age-appropriate expectations would be as follows:

1. Children are likely to require support and assistance in completing homework at any age, but should be comfortable attempting homework independently by the time they reach late primary school years (from age approximately 11).
2. Young children may require a high level of assistance packing their school bag for the day ahead. Children aged approximately 7 years and older will continue to need support and reminders. It is advisable that parents continue to monitor this activity even in to high school to ensure that children have the correct materials and equipment necessary for each day.
3. Children under the age of 7 may need ongoing assistance in getting dressed for school, although are likely to be able to dress themselves adequately. Depending on the complexity of the school uniform children may require some assistance with some dressing tasks (such as knotting a tie) throughout the entirety of primary school.
4. Children often don't begin to read chapter books until they are in year 4, sometimes later. Until that time they will generally read 'home readers'. It is quite normal for children who speak a language other than English at home to take longer to become comfortable reading in English. Parents are encouraged to read with their children throughout the primary school years.

Rights and responsibilities of parents

Parents are responsible for ensuring that school-aged children attend school each day and are appropriately supervised before and after school.

Parents are also responsible for supporting child wellbeing so that students are mentally, physically, emotionally and practically able to get the best out of their school experience. For example, parents need to ensure that children get enough rest and free time/play time to support their physical and social development. Parents must also provide a safe environment in which children are free from violence and abuse, understanding the difference between discipline and child abuse. Any approach that hurts a child in any way, or creates fear in the child may be considered to be abuse and will have an adverse impact on the ability of a child to learn and succeed at school.

Parents are responsible for managing the school performance of their child, in an appropriate way. This includes using parenting strategies that improve motivation, provide encouragement, praise achievement and recognise set-backs as an important part of the learning process. Parents should focus on providing positive role modelling and supporting their children to develop good learning habits.

Parents are expected to comply with all relevant school policies, procedures and guidelines, and the directives of the principal that pertain to visitors when they enter a school. They should communicate any concerns they have to classroom teachers or the school principal. If there is an issue with decisions made by class teachers or the principal, parents should attempt to resolve these at the school level first.

Above all, parents have the right to be involved with and participate in their child's schooling.

"The evidence is clear. Parents make a difference. And the way they contribute most to their children's education is through what they do at home. Being a parent can be challenging, but the good news is that you don't have to be 'volunteer of the year' to help your child succeed at school" (www.peopleforeducation.ca/wp-content/uploads/2012/04/success-parents-print.pdf).

Key roles within primary schools

- **Principal** - The principal has overall responsibility for the whole school - students, staff, teaching and learning and all associated areas, as well as financial management and management of school property.
- **Deputy Principal** - Many primary schools have a deputy principal who is responsible for the day-to-day organisation of the school and for the welfare of all students and staff.
- **Classroom Teacher** - Teachers are very important people for students. The classroom teacher has responsibility for child learning and welfare at school.
- **ESL Teacher (English as a Second Language)** - ESL teachers assist students from non-English speaking backgrounds. They teach ESL students the English language and literacy skills needed for learning in all subjects. Often they work on a one-to-one basis with students.
- **School Counsellor** - School counsellors are teachers who are also psychologists. They provide counselling and psychological assessment of students with specific needs. Matters discussed with the counsellor are confidential between the student and the counsellor. Parents can make an appointment with the school counsellor if support is required.
- **Parents & Citizens (P&C) associations/committees** - The P&C is made up of parents, caregivers and citizens. Members of P&C associations attend regular meetings to provide a voice for the parent body and work with the school on activities within the school including policy development and fundraising.

In order to communicate with the school it is best for parents to firstly make an appointment with, or speak to their child's classroom teacher. Administrative matters can be discussed with school administrative staff who are usually located in the school's front office area. Appointments can also be made with the school counsellor or principal. If an interpreter is needed contact Translating and Interpreting Service (TIS) on 131 450.

Selective schools and opportunity classes

Selective schools and opportunity classes are part of a special education program and are designed to provide an appropriately challenging learning environment for highly gifted and talented students.

Opportunity classes are classes in some government primary schools for students in Years 5 and 6 that cater for highly-achieving, academically talented students. NSW schools with opportunity classes are listed at www.schools.nsw.edu.au/ocplacement.

The procedure (NSW) for Year 5 opportunity class entry involves student participation in the Opportunity Class Placement Test, which is conducted each year and covers reading, mathematics and general ability. Students from government and non-government primary schools in NSW may apply for opportunity class entry. Past test papers for opportunity class entry in NSW are available at www.schools.nsw.edu.au/ocplacement.

Selective schools are schools that cater for highly-achieving, academically talented high-school students. For NSW, selective, partially selective and agricultural high schools are listed at www.schools.nsw.edu.au/schoolfind/types/shs_ahs_details.php.

For (NSW) Year 7 selective high school entry, students are considered on the basis of academic merit which is determined by student performance at school and in the Selective High Schools Placement Test which is held each year. School marks are provided by the child's school at the time of application. The test covers reading, writing, mathematics and general ability components.

For (NSW) Years 8 to 12 selective high school entry, students are considered on academic merit using criteria determined by the selection committee for each school. These criteria can include testing, academic competition results and interviews.

Close of session

At the close of the session, summarise the content covered as:

- Overview of the Australian schooling system.
- Understanding school transition.

- Different stages of schooling.
- Expectations.
- Rights and responsibilities of parents.
- Key roles within the school.
- Selective schools and opportunity classes.

Invite parents to ask questions if they have any.

Complete the evaluation for session one.

Outline homework tasks as below and invite parents to attend the second session of the program next week.



Parent Homework

- **Complete *Family Focus Activity 1* using the *Family Focus Activity 1* handout.**
- **Review your family and home rules. Consider - Do you have too many rules? Are they all necessary? Do your rules get the results you want? Do you follow your own rules?**
- **If you don't have any rules you may like to set some so that everyone in the home can be clear about what is expected from them. Ensure you involve your children in setting rules for the home and remember that the rules apply to parents too! You should establish no more than 5 rules. They should be clear, fair and easy to understand. It is important that everyone is aware of the rules and of the consequence of breaking a rule.**
- **Reflect on what your expectations are for yourself as a parent and for your children. Are you being too hard on yourself? Are your expectations for your children appropriate? Do your expectations for your children match what your children need to be able to achieve in order to succeed in the world today?**
- **Find out the name and contact information of your child's classroom teacher, the school principal, assistant principal, school counsellor and P & C president. Even if you never need to contact these people, it is important information to know and have.**

Thank parents and close session.

Session 2

Background

This session looks at child development, including brain, social and emotional and physical development. It discusses the impact of trauma on development, learning and schooling. The session also examines stress and how parents can assist their children in coping with negative experiences and stress. Finally, the session provides an overview of some of the main mental health concerns facing children and identifies some strategies, resources and contacts to assist parents in supporting children when mental health issues are present.

Introduction

During session 2 remind parents that the program involves four sessions and encourage parents to participate in all four sessions in order to gain the maximum benefit from the program.

Go over housekeeping and basic safety information such as location of toilets, emergency exit information and so on.

Distribute session 2 parent handouts (available in part C of this resource).



Review of previous session

Session 1 covered:

- Overview of the Australian schooling system.
- Understanding school transition.
- Different stages of schooling.
- Expectations.
- Rights and responsibilities of parents.
- Key roles within the school.
- Selective schools and opportunity classes.

Overview of session 2

This session will focus on children at school. It will look at:

- Child development.
- Types of trauma.
- Impact of trauma on learning.
- Managing stress.
- Mental health and wellbeing.
- Getting support.



Review of Homework

TO BE COMPLETED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

Ask parents how they went with the following activities:

- Family focus activity.
- Review of family rules, or establishment of family rules.
- Review of parental expectations.
- Collecting contact information for key people within the school.

Encourage parents to share their reflections on how homework activities went. Remember homework is to be encouraged but should not be mandatory. If parents aren't willing to share their experience of attempting the homework, simply provide a general encouraging statement to commend anyone who attempted the homework and move on to the next activity.



ACTIVITY ONE

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

This activity is designed to highlight that each individual has a unique way of interpreting information and following instructions. There is often no right or wrong answer.

Provide each parent with a blank A4 sheet of paper and a pencil. Ask parents to follow the instructions that you give them.

Your instructions to the group:

1. Draw a square in the middle of your page.
2. Draw a wavy line leading out from your square to one corner of your page.
3. Draw a triangle underneath the square.
4. Draw a circle next to the triangle.
5. Draw a straight line from the triangle to the bottom of your page.
6. Write your name on your page.

Ask parents to hold up their pages to show the group at the same time.

Discuss the following:

- Even when your instructions were quite specific, everyone ended up with a different-looking drawing. Nobody was wrong!
- Everyone interprets and processes information differently. Children learn in a variety of different ways, not always the same way that their parents learn or want them to learn.
- Sometimes even when children are following the instructions of a parent or teacher, the result can be different to what you expect. This doesn't make your child wrong.
- Conflict can occur when parent expectations differ to child results.
- This exercise demonstrates that there are many pathways to the end result and that even if your approach to processing information and following instructions differs from your child's approach that doesn't mean your child is wrong. Parents need to be flexible with this.

- For optimal learning, children must have an opportunity to learn and process information in their own way, and in a way that is age and developmentally appropriate.

Child development

In order to understand how children learn and how best to support children in their learning it is useful to understand child development.

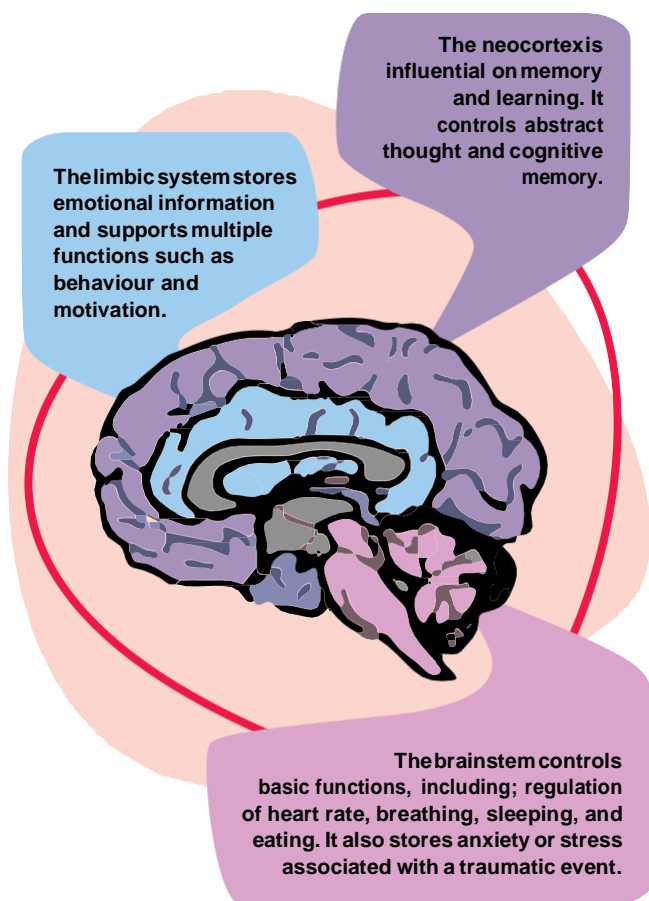
Child development describes the process in which children grow and develop the important physical, emotional, and intellectual processes needed to reach adulthood. Starting school is a critical stage in a child's development.

Brain development

Knowing about how a child's brain develops is a good way to understand how children think, feel and behave.

"The human brain coordinates movements, senses, thoughts, feelings and behaving. Our brain changes constantly in response to our experience. It remains 'plastic'-like throughout our entire lifetime as we encounter and process new experiences and information." (Saad, 1999, 87)

Bass (2012) outlines that the brain is made up of many parts that have different functions. Neurons, like wires, connect different parts of the brain. The number of connections and how they are organised has an impact on how we process experiences, learn, remember and understand. Brain development, or learning, describes the process of creating, strengthening and discarding connections among the neurons. Different parts of the brain develop at different ages and in a set order.



Based on work/imagery from Bruce D. Perry, M.D., Ph.D
www.childtraumaacademy.com

Young children have limited ability to think and reason. They can't link their feelings, thoughts and behaviours. Perry (2004) explains that the brain of a child or young person is also very sensitive to experience. Early experiences and environments have a very strong influence on the development of children's brains. Positive interactions with mother, father, siblings, grandparents, and friends help young children to learn to walk, talk, manage their behaviour and emotions, share and solve problems. More than this, a child is most likely to reach their full potential if they experience consistent, predictable, enriched, and stimulating environments in the context of nurturing and attentive relationships with parents or caregivers.

Parents therefore have a very important role in supporting their child's ongoing brain development, and creating an optimal environment for child learning. This can be achieved in many ways. Foster (2002) suggests:

- Providing a safe and secure environment in which children can learn and explore without fear.
- Providing lots of opportunities for a child to repeat and practice new skills. This helps to strengthen connections in the brain.
- Regularly playing with children.
- Talking to children about different experiences, feelings and events.
- Allowing children to engage in new experiences at their own pace.
- Praising children and providing positive encouragement.
- Supporting them as they experiment with new experiences.
- Being realistic about what children can do at different ages.

Social and emotional development

It is also important that children develop socially and emotionally so that they have the necessary ability to understand the world, maintain positive relationships, and regulate their own behaviour and emotions. Specifically, children need to be supported in developing:

- Self-awareness, including a sense of their own identity, confidence and an understanding of their own feelings.
- Social awareness, an appreciation of the differences between people, respect, tolerance and understanding of others.
- Self-management, which is the ability to do such things as manage and regulate emotions, set and complete goals, use time effectively.
- Responsible decision making, including choosing wisely and understanding fairness.
- Relationship skills such as communication, listening, cooperating, sharing, making friends and resolving conflict.

Social and emotional development is just as important and necessary to life success, as brain development. This type of development relies heavily on the experiences of a child, and the child's relationships. Parent modelling of appropriate behaviours and responses is one of the most significant ways that children develop socially and emotionally. For example, when a child sees a

parent resolving conflict in an effective way, the child will have an opportunity to learn effective conflict management. Similarly, if a child has a parent who is unable to regulate their emotions, and regularly expresses emotions in an unhealthy or destructive way, the child will learn to express emotion in a destructive way.

To support a child's emotional and social development parents should encourage the discussion of feelings, understanding that all feelings are acceptable even though some behaviours are not. This includes listening to a child with empathy so that the child feels understood. Teaching a child to use words to express emotions, and giving them permission to express their feelings ensures that emotions are not bottled up or ignored, which can lead to harmful behaviour.

Parents can also support the emotional and social development of their child by helping them to identify areas of interest and things that they are good at. This is achieved when a child has an opportunity to experience lots of different kinds of activities in a fun and stress-free way. Parents should encourage children to 'have a go' and provide praise to build confidence and self-esteem.

In order to develop personal responsibility children should be given an opportunity to make age appropriate decisions. Giving children practice in making choices is a critical part of this, along with giving children an opportunity to make and learn from their mistakes. This promotes problem solving skills and is a key part of the learning process.

Being able to respectfully and confidently communicate thoughts and feelings is also part of social and emotional development. Parents have an important role to play in terms of modelling effective communication skills so that children can learn from them. This includes things such as listening, speaking clearly and taking turns to talk.

Physical development

Physical development is much more than a child's size and shape. It extends to include; gross motor skills, fitness, sleeping patterns, nutrition, dexterity, coordination, strength, flexibility, stamina and health as well as other factors. Maintaining physical wellbeing is also important in supporting child brain,

social and emotional development. For example "there are clear links between poor child nutrition.... low levels of activity and increased difficulties with concentration and the ability to learn" (Brown, 2012, 81).

In order to promote good physical development parents should encourage and model the following:

- Good eating habits (lots of fresh food, limit sugar and fast food intake, child-sized portions, encourage drinking of water).
- Physical activity (include a mix of activities and sports, ensure time for unstructured play, limited time with technology, contain study time to ensure balance, encourage time spent outdoors).
- Healthy sleeping patterns (implement bed time routines such as reading before bed to settle children, stick to a bed time as much as possible, eliminate late night study sessions, monitor activities to avoid children becoming over-tired. Remember, children need more sleep than adults).

Disrupted development

Children have an amazing ability to adapt to changes. This makes childhood a prime time for learning and development but also means that children are very vulnerable to negative experiences, such as lack of parental nurturing, unpredictable stress, fear and persisting physical threat.

Childhood trauma is the result of a significant negative experience or a series of events which cause a child to feel helpless and pushed beyond their ability to cope. Perry (2005) reinforces that trauma affects each child differently and has a very serious impact on child development.

When a child is traumatised it affects the whole child - their mind, body, emotions and relationships, along with their ability to learn, and their development in general.

Types of trauma

Trauma can result from many experiences. Two significant traumatic experiences for children are child abuse and exposure to family violence.

Child abuse

Child abuse is a crime and refers to any non-accidental harm to a child. It takes many forms.

Physical abuse

Physical abuse is defined by the Centre for child protection (2010) as the non-accidental use of physical force against a child that results in harm to the child. A parent does not have to intend to physically harm their child to have physically abused them. For example, corporal punishment that results in bruising would generally be considered physical abuse. Physical force that is likely to cause physical harm to the child may also be considered abusive, such as when a baby is shaken. Physically abusive behaviours include; shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning.

Sexual abuse

Sexual abuse occurs when someone involves a child in a sexual activity by using their power over the child or taking advantage of their trust. Sexually abusive behaviour can include the fondling of genitals, masturbation, oral sex, vaginal or anal penetration, voyeurism, exhibitionism, grooming a child for sex, exposing a child to or involving a child in pornography.

Neglect

Neglect, as defined by the Tusla child protection and welfare practice handbook (2001) is the chronic failure to provide a child with the basic things needed for his or her proper growth and development. Neglectful behaviours can be divided into different categories:

- *Physical neglect*: a parent's failure to provide physical necessities, such as housing, food, sleep and health care.
- *Emotional (or psychological) neglect*: is characterised by a lack of parent warmth, encouragement and support.



- *Educational neglect*: is when parents fail to provide appropriate educational opportunities for the child.
- *Environmental neglect*: describes a parent's failure to ensure environmental safety, opportunities and resources.

Emotional abuse

This is any behaviour that damages the confidence and self-esteem of a child, resulting in serious emotional deprivation or trauma. It can involve rejecting a child and the child's needs, isolating a child, denying them social experiences, chronic ignoring of a child in a way that cuts them off from essential stimulation, bullying, verbally assaulting or frightening a child, or corrupting a child by involving them in destructive or anti-social behaviours.

Exposure to family violence

Family violence refers to any member or members of the family being violent towards any other family member. This sort of violence includes not just physical violence or violence towards children, but violence between adults, as well as verbal assaults, threats, withholding money, harming pets, isolating members of the family and sexual assaults. Exposure to family violence may occur when a child is physically present, able to hear or see the abuse. Exposure also includes a child seeing or being aware of the damage and harm caused to a person or property by the violent behaviour of a family member.

All forms of child abuse and family violence are traumatic for children and significantly impact on their development and ability to learn. Child abuse and family violence can also create many significant changes in a child such as behavioural changes, sleep disturbance or nightmares, toileting accidents, anxiety and loss of self-esteem.

Across Australia, school and teaching staff have an obligation to report risk of harm to children. This is known as mandatory reporting. If they have a concern that a child is being abused, exposed to violence at home or not provided with adequate care they must notify the Government department responsible for protecting children in their state.

Corporal punishment and humiliation

Burns (2007) discusses corporal punishment as the use of physical punishment and discipline with the intention of correction or control over a child, whilst Kelly (2014) explains that parents may humiliate children in an effort to 'teach' children a lesson. Research has shown that whilst humiliation and corporal punishment "is effective in achieving immediate child compliance" (<https://aifs.gov.au/cfca/publications/corporal-punishment-key-issues>) many negative consequences can emerge for children experiencing such approaches. Smith et al (2004) identify some of these consequences as poor academic achievement and attachment, mental health issues and even substance abuse. Further, any 'benefits' of corporal punishment are offset by the fact that corporal punishment teaches children that physical aggression is acceptable.

"Many cultures practice corporal punishment on the basis of it being perceived as beneficial for children and a mechanism for generating desired behaviour" (Rostey, 2015, 15). However Pearce (2014) points out that using corporal punishment or humiliating doesn't teach children the right way to behave, but rather only causes them to avoid the behaviour that they may be punished for in the presence of an adult. Smart et al (2008) also notes that children are four times more likely to have conduct problems and twice as likely to have hyperactivity problems when subjected to 'hostile parenting'.

In Australia each state has different laws relating to the use of corporal punishment, and very clear definitions attached to behaviours that may be considered abusive towards children. As such, the "use of corporal punishment is not advisable as parents risk crossing the very fine line between discipline and abuse" (Rostey, 2015, 28) and as it is generally accepted that "positive parenting practices contribute to the development of positive behaviours in children and deliver better outcomes in the long term" (Bloome, 2013, 203).

Getting help

There are many services available to support parents and families who may want assistance with managing some of the challenges that create family stress and conflict. These services can provide free and confidential support and connect families to programs that can help them.

Parents are reminded that mandatory reporters have a duty to make a report when they identify children and families where violence or abuse may be occurring. It is therefore always advisable for parents to seek professional help with difficult problems. Parents can speak to their family doctor or health professional for referrals to specialist support services.

Impact of trauma on learning

A traumatic event can seriously interrupt a child's school routine and the processes of learning. There is often a significant amount of emotional upset, and the potential for major behaviour changes or loss of student attendance. "Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school than other students. They may have increased difficulties concentrating and learning at school and may engage in unusually reckless or aggressive behaviour" (<http://www.nctsn.org/resources/audiences/school-personnel/effects-of-trauma>).

Exposure to violence and other traumatic events can also disrupt a child's ability to relate to others and manage their feelings. In the schooling context, this can lead "to poor behaviour, which can result

in reduced instructional time, suspensions, and expulsions” (traumaawareschools.org/impact).

Symptoms resulting from trauma can directly impact a student’s ability to learn. Students might struggle to pay attention in class or to remain focussed during lessons and exams. They may also be distracted by intrusive thoughts or might avoid going to school altogether.

Stress

Stress is a response of the body to any demand that exceeds the person’s ability to cope. Goodman (2001) explains that when people face a situation that’s potentially threatening or stressful, the body automatically reacts to the situation with what is commonly known as the ‘fight or flight’ response. This prepares the body for action. The muscles tense, the heart rate escalates, thoughts become rapid, perspiration increases and breathing quickens. The body is ready to fight or run from the perceived threat.

How children experience stress

Stress is a natural part of life and a certain amount of stress is normal and necessary for survival as it helps children develop the skills they need to cope with new experiences and develop resilience. Further, stress is very common amongst children and young people. A 2011 survey of 10,000 students across the country (commissioned by the Australian Scholarships Group) found that 40 per cent of students worry too much, and one-in-five have experienced an episode of depression. Children can experience stress even before they are born and learn to cope in different ways.

Harvard University’s Centre on the Developing Child identifies three types of stress responses:

Positive stress response is considered a normal part of healthy development. This type of stress can be caused by such things as starting at a new school or sitting an exam and induces increased heart rate and hormone levels.

Tolerable stress response relates to longer-lasting or more significant difficulties, such as the loss of a loved one or a bad accident. If such difficulties are infrequent and the child has supportive adults to

help them adapt, then the child’s brain and internal organs can recover from what might otherwise be the damaging effects of this stress.

Toxic stress response happens when a child experiences frequent, significant, prolonged problems such as child abuse or family violence, without adequate support from an adult. This chronic stress disrupts a child’s brain development and other systems. Over time this can increase the risk of impairment and stress-related disease, even into adulthood.



Discussion Point

WHAT ARE SOME THINGS THAT MIGHT CAUSE STRESS IN CHILDREN?

QUESTIONS TO CONSIDER:

- What sort of pressures do children experience at home and at school?
- Do you think the stress that children feel is different to the stress that adults feel?
- Are there any new or different stressors that your child might worry about that you didn’t need to worry about when you were a child?
- Are there any times in a child’s life when they are likely to experience more stress?

Common stressors for children

Many experiences can create or add to a child's stress, including:

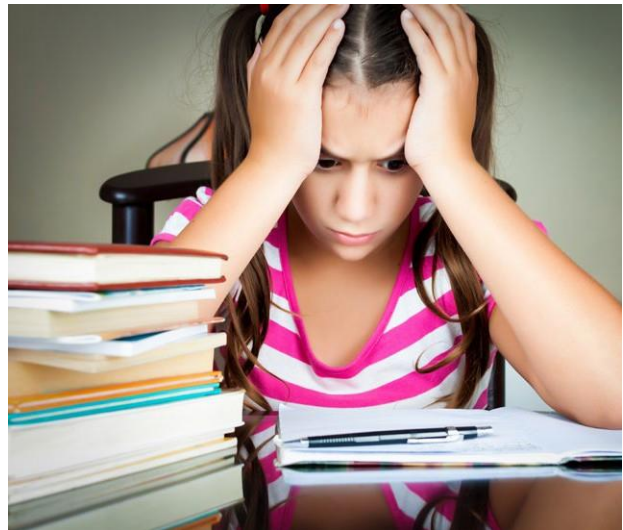
- Separation and divorce of parents.
- Child abuse.
- Loss of family members.
- Adapting to a new country.
- Cultural isolation.
- Peer pressure.
- Unreasonably high parent expectations.
- Family violence.
- A new baby in the family.
- Starting school.
- Bullying or teasing at school.
- Learning difficulties.
- Fear of failure.

Whilst these stressors have been around for a long time, the barriers that have traditionally protected children from stress, and the ability to switch off from some stressors has broken-down. Children have constant access to media and new technologies, exposing them to additional threats such as cyber-bullying, or online predators and a stream of media coverage on violence, crime and terrorism. This exposure may contribute to increasing stress levels.

Signs of stress in children

Children and young people may find it difficult to verbalise that they are feeling stressed. Instead, parents may notice changes in behaviour as part of a child's stress response. Hearty (2013) outlines some of these behavioural changes which may include:

- Acting out behaviours.
- Aggressive or disruptive behaviours.
- Overly helpful.
- Risk taking.
- Denial.
- Humour.
- Regressive behaviours - acting "childish" or younger than their years.
- Children can become more dependant & demanding than usual.
- Difficulties with eating and sleeping.



- Physically or mentally withdrawing.
- Crying.
- Unwillingness to participate in family or school activities.

Helping children cope with stress

When children's stress is not recognised or managed effectively, long-term effects can be serious and may include behavioural and social problems, difficulty learning, mental illness, health problems and loss of resilience and positivity.

Putting too much pressure on children to achieve can cause stress and burn out. Some parents are so keen for their children to live up to their potential that they expect them to be occupied at all times. Social scientists refer to this loss of important play and childhood experiences, to make way for adult-directed activities as 'forced blooming'. Success at school and in other activities is important and worthwhile, but not at the expense of children's wellbeing, happiness and mental health.

Parents have an important role in helping their children cope with stress and overcome negative experience. The most significant way of doing this is to model self-care, along with a well-balanced approach to work and recreation. Most importantly, parents need to use effective mechanisms for unwinding and coping with their own stress.



ACTIVITY TWO

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

This activity is designed to support parents in modelling self-care, rest and relaxation to their children.

Provide parents with a blank sheet of paper and a pen. Ask parents to work individually to write down three ways they like to relax. For example, taking a walk or listening to music. After parents have had a few minutes to complete the activity, reconvene the group and ask parents to share their favourite relaxation activity with the group.

Other ways that parents can assist children in managing stress include:

- Regularly spending calm and relaxing time with their children.
- Listening to their children and encouraging them to talk about their feelings and worries (this will not make the fear and worry bigger!).
- Encouraging physical wellbeing (good eating habits, lots of exercise and sleep).
- Avoiding being critical and negative towards children.
- Providing a safe and nurturing family life.
- Encouraging and praising children as often as possible.
- Showing an active interest in their children's activities.
- Monitoring their children's access to media and technology.
- Avoiding over-scheduling children and ensuring children have plenty of unstructured play and relaxation time.
- Avoiding placing unrealistic expectations on children.

Mental health

Adults often believe that childhood is a relaxed period of life, free of stress and situations that have negative impacts on their mental wellbeing. Unfortunately, this is not always the case. According to the Australian Psychological Society one in seven Australian children experience some type of mental health issue, with ADHD, anxiety and depression being the most common.

Attention Deficit Hyperactivity Disorder (ADHD) is a behavioural disorder. It is not an illness and it is not a sign of low intelligence. The most common signs of ADHD in children are difficulty paying attention, impulsive behaviour and over-activity.

Anxiety is a serious condition that can make it difficult for people to cope with everyday life. Child behaviours that may indicate anxiety include; a child often asking for help with things they can do for themselves, getting upset easily, having lots of worries, often complaining about stomach pains or headaches.

Feeling depressed is more than just feeling sad. It's normal to feel sad as a result of being hurt or of losing something or someone special. But depression affects people's thinking. They see themselves and the future negatively. A child who is depressed might lose interest easily in an activity they usually enjoy, make negative comments about themselves, cry easily, be difficult to soothe and have trouble sleeping.

"There has historically been a negative stigma attached to mental health issues...a trivialisation and a reluctance to seek treatment because of this... mental illness is very much as real as physical illness. There is nothing trivial about it and failure to treat mental illness can lead to very serious, ongoing health concerns and death" (Walker, 2015, 39).

Parents should be very aware of the serious nature of mental illness. Mental disorders such as major depression, psychotic illnesses and eating disorders are associated with an increased risk of suicide especially after discharge from hospital or when treatment has been reduced (www.suicidepreventionstudies.org/uploads/ANESSI%20Report%20Publication.pdf).

The good news is that mental illness can be treated and managed effectively with professional support.



Promoting positive mental health

A range of factors can help to promote positive mental wellbeing in children and young people. Having nurturing, affectionate and secure relationships with adults including a positive relationship with at least one parent is vital. Having a sense of connectedness to the community or school is also helpful, as is involvement in social and peer groups. Parents can also help their child towards positive personal achievements, with a focus beyond just academic achievement.

Ensuring an open and communicative home environment is very important. If children are encouraged to speak to their parents about worries or concerns, they are more likely to do so, giving parents a valuable opportunity to connect and identify issues early on.

Getting help

In the case of mental illness or when stress becomes overwhelming for a child, a range of physical, emotional or behavioural symptoms can emerge. Penman (1999) identifies that some of the following symptoms may indicate that stress has become too much for a child:

- Persistent and excessive worry or fear that interferes with daily life.
- Ongoing physical symptoms such as headaches.
- Significant sleep or eating disturbances.

- Extreme behaviours or comments, including self-harm or comments about suicide.

In such circumstances it is important for parents to seek professional help for their child. Speak with the school counsellor, or the family doctor who can provide parents with referrals to specialist services. Community health centres also provide free child and family counselling, assessments and mental health services.

Close of session

At the close of the session, summarise the content covered as:

- Child development.
- Types of trauma.
- Impact of trauma on learning.
- Managing stress.
- Mental health and wellbeing.
- Getting support.
- Invite parents to ask questions if they have any.
- Complete the evaluation for session two.
- Outline homework tasks as below and invite parents to attend the third session of the program next week.



Parent Homework

- Complete *Family Focus Activity 2* using the *Family Focus Activity 2* handout.
- Ensure you take the time to include your favourite self-care activities into your week.
- Discuss with each of your children some of the ways that they like to relax. If they don't know, perhaps you can suggest ideas such as reading a book, playing outside or listening to music.
- Help each child to fit their favourite relaxation activity into the week.

Thank parents and close session.

Session 3

Background

This session looks at the important role that parents play in shaping their child's learning and school success. It will focus on creating a good learning environment for children, and provide an overview of the many ways that parents can engage with their child's school and learning to assist children in getting the most out of their education. This session also provides practical strategies for parents that support the development of strong relationships and positive disciplinary approaches, and information to assist with common challenges such as bullying.

Introduction

During session 3 remind parents that the program involves four sessions and encourage parents to participate in all four sessions in order to gain the maximum benefit from the program.

Go over housekeeping and basic safety information such as location of toilets, emergency exit information and so on.

Distribute session 3 parent handouts (available in part C of this resource).

Review of previous session

Session 2 provided an overview of the following:

- Child development.
- Types of trauma.
- Impact of trauma on learning.
- Managing stress.
- Mental health and wellbeing.
- Getting support.

Overview of session 3

This session will focus on parent involvement in learning, schooling and educational success. It will cover:

- Importance of parent involvement.
- Creating an optimal learning environment.
- Ways that a parent can get involved with the school.

- Developing a good parent-child relationship.
- Strategies for supportive parenting.
- Supporting children through common challenges.



Review of Homework

TO BE COMPLETED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

Ask parents how they went with the following activities:

- Family focus activity.
- Self-care.
- Supporting their child in identifying and fitting in their own self-care activities.

Encourage parents to share their reflections on how homework activities went. Remember homework is to be encouraged but should not be mandatory. If parents aren't willing to share their experience of attempting the homework, simply provide a general encouraging statement to commend anyone who attempted the homework and move on.

The importance of parent involvement with schooling

There is clear evidence proving the importance of parent involvement in their child's schooling and learning. "Parental engagement (of various kinds) has a positive impact on many indicators of student achievement, including; higher grades and test scores, enrolment in higher level programs and advanced classes, higher successful completion of classes, lower drop-out rates, higher graduation rates, and a greater likelihood of commencing postsecondary education" (Emerson et al, 2012, 8). Other noted benefits of parent engagement with child learning include better behaviour, better social skills and good school attendance (Thompson, 2013).

Desforges and Abouchaar (2003) found that parents have the greatest impact on academic achievement during the primary school years. Research also shows that children are likely to do better in primary school if they have a parent participating in activities

within the school, maintaining a good relationship with their child's teacher and participating in their child's progress (Henderson and Berla, 1994).

For children to be successful in school, parents and families need to be actively involved in their children's learning. They need to become involved early and stay involved throughout the school year. By showing interest in their children's education, parents can motivate their children towards learning and foster an appreciation for the importance of education.

Creating an optimal learning environment

An optimal learning environment is one in which children are supported, encouraged and free from toxic stress. Children cannot learn if they are afraid. Their home and learning environment must be a place in which they feel safe and free from threat, violence and intimidation. A space that is free from distraction is needed for the completion of homework and study. Only some learning can occur through study so the environment must also be a place where children have an opportunity to read, talk, be creative, learn through free play, and also a place where children can rest and relax. Such an environment is optimal for learning and can encourage children to have a love of learning. Factors that assist in creating an optimal learning environment are listed below.

Routines and stability

Alison (2011) emphasises that children benefit from routines and stability in their home environment. Good sleeping, eating and exercise habits are an important foundation for performing well. Limiting TV and technology use is also beneficial, as is ensuring that children are given regular opportunities to play and socialise with friends outside of school hours. This social time helps to make school fun, and provides opportunities for the development of problem-solving, communication, negotiation, conflict resolution, and social skills.

Encouraging reading

"It is widely understood that reading to and with your child every day, in any language is one of the most valuable ways a parent can support their child" (Cooper,

2009, 79). This not only assists a child in developing literacy skills, but supports their understanding of educational content across all learning areas. It can improve their vocabulary and verbal expression, and is a great parent-child activity. Encouraging children to read extensively is also helpful.

Being organised

Helping children to be organised can assist with school success. This involves supporting children to be prepared each day by helping them with homework, packing their school bag the night before school, being aware of and supporting them in getting ready for any special activities that will take place at the school (such as assemblies, sports days, carnivals). Good morning and afternoon routines are also valuable in getting children to school on time, meeting homework deadlines and staying on top of activities. Modelling good parent organisational skills can support the development of organisational skills in children.

Talking about school

Talking to children about school provides an opportunity for parents to find out what is happening for their children at school, how children are going at school, and to identify any challenges early on. Taking an interest in such things helps children feel valued, and supports the development of a foundation in which parents and children communicate openly and regularly.

Communicating with school

Maintaining good communication between parents and school "helps children do well in school and makes it easier to address problems" (Cooper, 2009, 61). Opportunities such as parent-teacher meetings and school open days provide a good forum for this communication. Parents can also make appointments with their child's classroom teacher, or speak with teachers outside of classroom time to discuss issues or ask questions.

Fostering independence and self-discipline

In terms of child learning, fostering independent work and self-discipline is very important. When activity is highly controlled by a parent, the child

may not have an opportunity to learn to work independently and solve problems. This can impact on their success at school. "Children also need active learning as well as quiet learning such as reading and doing homework" (www.colorincolorado.org/families/school/helpyourkids). Active learning is about exploring, questioning, and inquiring, and occurs in a variety of settings, including when children play sport and socialise. Parents can support active learning by responding to their child's questions, sharing in their child's interests and allowing them to explore and problem solve. Taking children to events and places that foster learning, such as museums, libraries, galleries and performances is also effective in supporting active learning (Hill and Tyson 2009).



Discussion Point

WHAT ARE SOME OF THE WAYS THAT PARENTS IN THE GROUP ARE OR HAVE BEEN INVOLVED AT THEIR CHILD'S SCHOOL?

- Any in-classroom involvement?
- Any involvement with the P & C?
- Any involvement with school events?
- Other?

Parent involvement with school

There are many ways that parents can get involved with their child's school. This starts with finding out as much as possible about school including basic information such as the name of a child's classroom teacher, the homework requirements for the term, and important dates in the school calendar. School newsletters and notes sent home from school are a simple way of staying in touch with this information.

Parents can talk with school staff about supporting children's learning at home. Parents are encouraged to communicate with teachers and the school about any concerns. This may be done in person or over the phone. Translating and Interpreting Service (TIS) can be contacted on 131 450 and is available to parents if interpreting is required. The interpreter will call the principal of the child's school and will

stay on the line to assist with the conversation.

Talking to children about what they did at school each day, and assisting them with their homework is another very effective way of staying in touch with the schooling and education that children receive.

There are also opportunities to be involved with the school in a more active way. Parents might attend parent-teacher interviews, assemblies or other school events. Many schools encourage parents to volunteer as helpers in the classroom. This can involve assisting teachers and students with activities, exchanging home readers, supporting school reading programs and other initiatives. Schools may also offer opportunities for parents to volunteer outside of the classroom such as at the canteen, at school sports days or with fundraising events.

Most schools also have a Parents and Citizens (P & C) committee. This is a group of parents that represent the school body and meet regularly to plan school events, raise funds and support the school with important decisions. These meetings are open to all parents and are a great way to meet other parents, stay involved in school happenings and support school development.

Building a good parent-child relationship

In addition to having a good relationship with the school, parents can support school success by fostering a strong relationship with their child. Riggins (2003) explains that family life has a very significant impact on children and a parent is one of the primary influencers on their children. What goes on in the home and how parents treat children and each other, contributes to a child's understanding of the world around them and how they should behave and interact. Parents should therefore strive to model behaviour that is respectful, tolerant and caring.

"Having a strong and positive relationship with a child can help them to do well at school" (Matheson, 2006, 58). This involves giving them respect, providing guidance, appropriate boundaries, encouragement and allowing them to become increasingly independent. Spending quality time with children, sharing in their interests and providing them with lots of positive attention is vital to this.



ACTIVITY ONE

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

This exercise can help parents identify some of the activities they can do with their children that support the development of a positive parent-child relationship.

Provide parents with a blank sheet of paper and a pen. Ask parents to work individually to write down three age-appropriate and fun activities they would enjoy doing with the children. For example, playing a board game or taking children to the park. At the completion of this activity, reconvene the group and ask each parent to nominate one of the preferred activities that they have listed.



Facilitator Tip

Some parents may require assistance in identifying fun activities to complete with their children. If a parent gets stuck, ask the broader group to help, draw out appropriate responses or comments, and utilise group discussion as a way of brainstorming ideas.

Strategies for supportive parenting

Parents can utilise a range of parenting strategies to building a good relationship with their children, provide effective discipline and support school success. As outlined in session two, a good foundation for this is to have a clear understanding of what is normal for a child's development and to shape expectations based on developmental age and stage. It is also important for parents to know that child/adolescent brain development continues until a child is in their early twenties (National Institute of Mental health, 2011) and during this process children are constantly learning and developing.

Parents also need to be good role models. The best way for children to learn how to behave, how to interact well with others, and how to cope with challenges is to learn from the way that parents do these things.

Many parenting programs are available to assist parents to develop good parenting strategies and manage child behaviour. Parents can use the internet or contact their local council to enquire about programs that are available in their area.



Facilitator Tip

Prepare a list of parenting programs running in your local area. Have this information available to share with interested parents.

An overview of supportive parenting strategies is provided below.

Provide positive attention

“Children crave attention from their parents...in absence of positive attention children may learn that the only way to get attention from a parent is to misbehave” (Tobin, 2009, 70). Parents are encouraged to talk to their children openly and regularly, allowing them to discuss their challenges without fear of being judged or punished. Shaming, blaming or being critical of a child who turns to their parent for help, will likely result in that child resorting to unhelpful ways of coping.

Spending time together as a family is a great way to provide positive attention to children. Simple practices such as sharing meal times and recreation help children to stay focussed on family.

Praise effort and work well done. This allows parents to be specific about exactly what behaviours and outcomes they like. When children know what pleases their parents they will repeat the behaviour. It is also important to encourage children even when things are not going so well. It is not possible to go through life without any problems. A child who receives support and encouragement with challenges will quickly learn how to overcome them with a good attitude and hard work. On the other hand, a child who is blamed and criticised for mistakes will not develop coping skills.

Foster independence and responsibility

Give children an opportunity to take part in family decisions. This will help them develop skills in problem solving, communication and decision making which are vital to school learning. It is especially important to give children the chance to make decisions about their own future. Each person is responsible for their own ambitions. A child may have very different ambitions to a parent, and should have an opportunity to pursue these. Giving children age-appropriate chores also allows them to contribute to family life and to develop independence and personal responsibility.

Having appropriate and high expectations is also important. However placing too much pressure on children to succeed does not teach independence

or responsibility, but rather “may be detrimental to children’s wellbeing, as there is increasing recognition that a lack of social and emotional competence can adversely affect student wellbeing and overall academic achievement” (Emerson et al, 2012, 11). Putting too many limitations on a child may also interfere with their development.

Teach emotional intelligence

When children are able to identify and label their emotions they are more likely to use words to express their feelings. Havinghurst and Harley (2012) outline that parents can help their children learn about emotions by talking about feelings, allowing their children to express their feelings without criticism or judgement, and by understanding that all emotions are acceptable even if all behaviours are not. To teach emotional intelligence parents can listen to what their child says, acknowledge their child’s feelings and let their child know that it is ok to feel that way. Once parents have acknowledged and validated their child’s emotion, they can then support their child through the process of problem solving, understanding that it’s not the role of the parent to always solve problems for their children.

Ensure a safe and secure environment

Many parents may have grown up in an environment where they were physically punished or excessively disciplined for performing poorly at school. Current research proves that this approach interferes with a child’s ability to learn and perform. Whilst a child may respond to physical discipline or harsh criticism we now know that children can do even better with positive discipline and support.

This is because children in a state of fear process information differently from children who feel calm. In 2004, Dr Bruce Perry outlined this process in great detail outlining that ‘complex’ parts of the brain are used to process information when we are calm and that ‘lower’ parts of the brain are used when we are in a state of fear. The greater the fear or threat, the less thoughtful our responses become. Children experiencing this state of fear on a regular basis live “in an aroused state, and will struggle to learn and cope with normal social, emotional, and other life experiences. This can also result in risk taking behaviour such as use of drugs and alcohol.” (Perry, 2005, 2)

An environment of fear stimulated by family violence, child abuse, the threat of physical punishment or excessive discipline is therefore detrimental to a child's ability to learn. When a child's needs are continually neglected, this can also be very harmful to the child and their learning. For example, forcing a child to study for hours on end with limited sleep or breaks, is neglecting their need for rest.

An optimal learning environment is one that is balanced, free from threat and fear. It is also an environment in which children are supervised, both in and out of the home. Parents should know what their child is doing and where they are at all times. Parents also have a responsibility to be present when children are in public spaces. For example, it is not appropriate to allow primary school-aged children to study alone at a public library before or after school. Parents must be present with their child. This way, if a problem arises it can be dealt with immediately.

Develop a healthy, balanced lifestyle

It is normal for children to be interested in social relationships. Parents have a responsibility to ensure their children learn to get along with and communicate with others. Friendships, attending social functions, free play activities in a social space such as at the park, and team sports will give children the skills they need to develop the social capabilities expected of them.

Children should also be supported in having a healthy lifestyle. This includes giving them plenty of time to rest, play, sleep and learn. Encouraging them to be active, to exercise and play sport, to eat well, to socialise with friends and to make decisions for themselves is vital to this.

Using discipline effectively

Fairness, consistency and opportunities to learn are needed to make discipline effective. As above, if children are frightened they cannot learn. Physical punishment therefore is not effective as it does not teach a child the right way to behave. Further, if such behaviour is suspected or observed and reported it can lead to serious consequences for parents. The same is true for criticising a child harshly, calling them names or threatening them. Such behaviours

are considered to be emotionally abusive and can cause serious consequences for the parent. Timmins (2013) explains that this approach can also cause a child to be in great distress and to form very low self-esteem, which can lead to other problems in life.

Using positive discipline with children involves giving encouragement and appropriate consequences, and includes the recognition that making mistakes is an entirely normal part of the learning process. It also involves parents staying calm and taking responsibility for ensuring that children know what is expected of them. Beginning with a foundation of a few family rules is vital to this, as is ensuring that parents give clear and reasonable instructions that children can understand.

There are many effective approaches which enable parents to discipline their children in a way that will teach children the right way to behave without creating fear. Timmins (2013) summarises a range of approaches, including:

- Being prepared; sometimes problems can be avoided by thinking ahead and planning. To avoid any last minute rushing, be organised and get everything ready early.
- Providing activities for children to avoid boredom; children who are bored may misbehave. If there is a risk of children becoming bored, plan activities or allow them to bring a book or game to keep them occupied.
- Ignoring some behaviours; many minor misbehaviours are simply attempts to get attention. Choosing to ignore these behaviours removes the confrontation and teaches children that such behaviours will not get attention.
- Negotiation; when children's requests are reasonable, negotiating may be appropriate, and is a great way to teach children this important life skill.
- Providing appropriate consequences to misbehaviour; consequences need to be fair and consistent, and may include loss of privileges, asking a child to apologise, asking a child to go back and complete the task or action the right way.
- Time out or grounding should only be used for serious behaviour.



ACTIVITY TWO

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

This exercise guides parents to identify appropriate and reasonable consequences for misbehaviour.

Write the following two scenarios on a whiteboard or large sheet of paper:

1. Your child is playing with their food at the dinner table.
2. You have asked your child twice to turn the TV off and come and do their homework. They continue to watch TV.

Parents should work in pairs to identify possible appropriate consequences for these misbehaviours. At the completion of this activity, reconvene the group and work through the responses as a group asking for feedback from parents. Use the answers below to help facilitate the discussion.

1. Your child is playing with their food at the dinner table.

An appropriate consequence may be to remove the child's plate of food for 2 minutes, explaining to the child that you are taking the plate away for 2 minutes because they are playing with their food.

Give the plate back after 2 minutes to give the child an opportunity to behave.

2. You have asked your child twice to turn the TV off and come and do their homework. They continue to watch TV.

An appropriate consequence may be to turn the TV off, ask the child to apologise for ignoring you and notify the child that there will be no TV for the rest of the day or for X minutes after homework is completed, because they have not done as you have asked.

Supporting children through common challenges

School provides an opportunity for children to learn about and be effective in the real world. It provides a diverse range of academic, sporting, musical, artistic, social and emotional experiences – all of which are important. One of the best ways that parents can support children is to give them an opportunity to fully participate in all areas of school life. However, it is normal for children to face challenges throughout their schooling and there are other things that parents can do to help at these difficult times.



Discussion Point

WHAT WERE SOME OF THE CHALLENGES YOU FACED AS A CHILD? ARE THERE ANY ADDITIONAL CHALLENGES THAT YOUR CHILD MIGHT EXPERIENCE?

Listed below are some common challenges children may face and ideas for helping children through them.

Not having adequate school supplies

Whilst public schooling is free in Australia, parents are asked to provide voluntary contributions on an annual basis, and must also supply students with the necessary materials to complete their work. This usually consists of exercise books, pencils and pens, earphones, white board markers and other stationary items. Students may also require other things such as uniforms, art supplies, sporting or musical equipment. Some of these materials, such as uniforms may be available at school, other materials will need to be sourced externally.

It is very important that students have access to the required school materials to ensure they are able to complete their work, and that they aren't teased or bullied for not having the right supplies. However, it is not always possible for parents to provide these materials.

Where parents are unable to supply new uniforms, second-hand uniforms are often available from the school at a reduced cost. Some schools even have a supply of uniforms available for free in circumstances of hardship.

If parents require assistance in providing school supplies, they should speak to the school principal in the first instance. The school may be able to assist in providing what is required. The school may also be able to help parents connect with other parents who are selling text books and resources second-hand.

There are also local community welfare agencies that may be able to assist in cases of hardship, and provide parents with financial support or material help. The school principal or counsellor will be able to make referrals to relevant helping services in the community.

Challenges with school work

School work can be intimidating for children and it is always advisable that parents make themselves available both to monitor student workload and to assist children in completing school work. This task can be particularly difficult for children and parents when English is not their first language.

If school work is becoming overwhelming to a student, parents should speak to their child's classroom teacher about the extra support available at the school. Parents can also assist by helping students to complete homework and learning tasks. Parents may wish to explore tutoring if they feel a child will benefit from the extra learning and practice. However tutoring should not be pushed too far, and should only be included as part of a balanced timetable of recreation, relaxation and study.

A variety of local services run homework clubs across the country. These are special free or low cost programs that are run after and sometimes before school to assist children in completing school work and homework tasks. The classroom teacher, school counsellor, principal or local library can assist in connecting parents with these programs.

Needing support with the English language

One of the most important ways that a parent can assist their children with the English language is

to practice speaking English with their children. Children from Non-English speaking backgrounds can also access special assistance at school to help with the English language. Most schools run English as second language (ESL) programs of some kind. These programs involve schools identifying students that require English language assistance and providing activities to support the development of English reading, writing, comprehension and speaking skills. Speak to the school principal about English language support options.

Community colleges, and educational providers such as TAFE in NSW offer a variety of low-cost English language classes. Many churches and welfare groups advertise free conversational English groups which can offer informal opportunities for children and parents to practice speaking and listening in English. Migrant resource centres and settlement services can also provide assistance with English language support.

Bullying

A common problem that most students will encounter at some point during school is bullying. NSW Public school policy defines bullying as intentional, repeated behaviour by an individual or group of individuals that causes distress, hurt or undue pressure. It can involve all forms of harassment (including sex, race, disability, homosexuality or transgender), humiliation, domination and intimidation of others.

The NSW Department of Education and Communities outlines bullying behaviour as any of the following:

- Verbal bullying such as name calling, teasing, threats or insults.
- Physical bullying. For example, hitting, scratching, tripping or spitting.
- Social bullying such as excluding or making inappropriate gestures.
- Psychological bullying which may include spreading rumours, glaring, destruction of possessions or nasty text messages, amongst other things.

Further information on bullying is available here www.schools.nsw.edu.au/studentsupport/behaviourpgrms/antibullying.

Bullying can be hurtful and frightening. It can also have long-term effects on those being bullied. One of the best ways that parents can minimise the impact of school-bullying is to ensure that children have a safe, supportive home life in which they can feel loved. Involving children in a variety of activities outside of school such as sports, music, social clubs or churches, also gives children an opportunity to maintain friendships and experience positive social experiences. “This serves to broaden the child’s world beyond school so that even if they are struggling at school, they are able to enjoy activities and build self-esteem” (Blackie, 2013, 86).

All schools have anti-bullying policies and plans that all members of the school community are required to adhere to. These are generally available to view via school websites, and will outline the approach and process of a school in dealing with bullying.

If parents are concerned that their child is being bullied there are a number of things that they can do. The Bullying No Way website (bullyingnoway.gov.au/parents/being-bullied/what-you-can-do.html) outlines that parents should speak with their child, acknowledge their child’s feelings towards the bullying and provide comfort and support. Parents should aim to remain positive and calm, letting their child know that they take the bullying seriously. Parents should not encourage their child to fight with another child but should report the bullying to their child’s school. This may be done via the child’s classroom teacher or school principal.

Further translated information about bullying can be accessed via bullyingnoway.gov.au.

Parents are also encouraged to get support for their child. High-quality, free support can be found via the school counsellor as well as many community agencies and helplines.



Facilitator Tip

Make a list of local agencies that can assist children with these issues, so that you have these contact details on hand if parents ask for help. Your list might include; local community welfare and

family support agencies, school homework clubs, and migrant support services. You may even like to collect some brochures from these services to distribute to the parents in your group.

CLOSE OF SESSION

At the close of the session, summarise the content covered as:

- Importance of parent involvement.
- Creating an optimal learning environment.
- Ways that a parent can get involved with the school.
- Developing a good parent-child relationship.
- Strategies for supportive parenting.
- Supporting children through common challenges.

Invite parents to ask questions if they have any.

Complete the evaluation for session three.

Outline homework tasks as below and invite parents to attend the fourth and final session of the program next week.



Parent Homework

- **Complete *Family Focus Activity 3* using the *Family Focus Activity 3* handout.**
- **Identify an opportunity to involve yourself with your child’s school in the upcoming term. It may be by attending a P & C meeting, helping in your child’s classroom, or simply baking a cake for a fundraising stall.**
- **Talk to your child about any challenges they are having at school. Use the information provided in this session and in the parent handouts to access further support with any specific issues that you identify.**
- **Access and review the anti-bullying policy of your child’s school. You may never need it but it is useful to have!**

Thank parents and close session.



Session 4

Background

Session 4 focusses on developing important life skills and qualities in children that are valuable to learning and success. It also provides an overview of the transition to school and high school process, and touches on some of the key assessments that children may participate in throughout their schooling in Australia. As the final session in the series, the content includes a brief examination of the alternative options available to children once they graduate from school.

Introduction

During session 4 remind parents that this is the fourth and final session of the program.

Go over housekeeping and basic safety information such as location of toilets, emergency exit information and so on.

Distribute session 4 parent handouts (available in part C of this resource).

Review of previous session

Session 3 provided an overview of the following:

- Importance of parent involvement.
- Creating an optimal learning environment.
- Ways that a parent can get involved with the school.
- Developing a good parent-child relationship.
- Strategies for supportive parenting.
- Supporting children through common challenges.

Overview of session 4

This session will focus on developing resilience, emotional intelligence and self-esteem in children as well as options beyond school graduation. It will cover:

- Transition to school.
- Fostering self-esteem.

- Building resilience and emotional intelligence in children.
- NAPLAN/HSC.
- Pathways for the future.



Review of Homework

TO BE COMPLETED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

Ask parents how they went with the following activities:

- **Family Focus Activity 3.**
- **Identifying any opportunities to be involved with their child's school.**
- **Talking to their child about any challenges they are having at school.**
- **Accessing and reviewing the anti-bullying policy of their child's school.**

Encourage parents to share their reflections on how homework activities went. Remember homework is to be encouraged but should not be mandatory. If parents aren't willing to share their experience of attempting the homework, simply provide a general encouraging statement to commend anyone who attempted the homework and move on.

Transition to school

As raised in session one, parents have a very significant role to play in ensuring a smooth transition for their children in to school. Parents can feel more comfortable with this transition if they know about the school, what happens at the school and what their children will be learning. In Australia the school year starts in late January or early February and there are some things that parents should aim to do in the lead up to this start.

It is recommended that parents:

- Contact the school their child will attend. This may be the local school in their area, an out of area school where a space is available or an independent (private) school.

- Enrol their child before the new school year starts.
- Find out what day their child needs to start school.
- Attend the school orientation.
- Find out about and purchase the school uniform.
- Meet teachers at the school.
- Find out if there are community language teachers at the school and get to know them.
- Notify the school and principal if a child has allergies or medical conditions.
- Organise appropriate before or after school care, if needed.



Discussion Point

WHO CAN REMEMBER HOW IT FEELS TO START AT A NEW SCHOOL? WHAT ARE SOME OF THE THINGS THAT HELP YOU FEEL CONFIDENT IN NEW SITUATIONS?

CONSIDER:

- **Starting school is like starting a new job or attending a new program.**
- **Feelings of worry, concern, fear and excitement can be attached to these experiences. This is normal and parents should not try to talk children out of having these feelings.**
- **Parents can help children prepare for school in the same ways that they might prepare to begin a new job or major project.**

Helping children towards a successful transition to school

According to the NSW Department of Education and Training (2003), children feel better about the transition to school if:

- They know some other children who are also starting school.
- They have met their teacher, including a community language teacher.
- Their parents have met and spoken with their teacher.
- Their family knows other families at the school.

Parents can support these outcomes by talking extensively to their children about the school and visiting the school. Helping children to identify important locations within the school (such as the toilets and classrooms) is also advisable. If possible parents and children should try meeting with other parents and children attending the school. If English is not the child's first language, parents can also assist by practicing with their child, some words in English and important questions or ways to ask for help.

Transitioning to primary school

In addition to the above general considerations, young children starting primary school often face practical challenges that they may need support with. For example, young children may struggle to open drink bottles and lunch boxes. It is important for parents to find a lunchbox and other food containers that are easy to open and close. Children may also have difficulty opening food that is wrapped in plastic or other packaged items such as muesli bars. Explaining recess and lunch and giving children an opportunity to practice using a lunch box and unwrapping food items can be useful.

Parents should label all of their children's school clothing and it is very helpful to show young children how to undo and redo clothing for toileting. This is particularly important for girls who are often required to wear stockings as part of their school uniform. Parents are also encouraged to talk to children about hygiene practices at school.

It is advisable for parents to discuss with their children pick up times, and to establish safe practices for before and after school. This may include ensuring that children know never to go home with anyone unless they have parental permission or to wait within the school grounds to be collected.

Extensive information on transition to school in NSW, and parent support booklets relevant to school readiness can be downloaded from k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school. This information can assist parents in understanding the skills that children need in order to begin school, and the many ways parents can work with their children to make transition to school a positive and successful experience.

Transitioning to high school

Moving to high school represents many changes for students. Although they may not be new to schooling, students transitioning to year 7 will benefit from parental support relating to any concerns they have.

Whilst students in the primary school years typically have one main classroom teacher and limited in-classroom contact with a few other teachers, high school students often have eight or more teachers. Parents may wish to explain this to students starting high school, and meet with as many teachers as possible. Year 7 students should also be made aware that at high school, the day is broken into a set of approximately 40 to 60 minutes sessions, called 'periods'. Different subjects will be taught for one or two periods at a time. Parents can support their children in navigating this process by helping them to manage and understand their school timetable. Parents may also wish to help their child check this timetable every evening so they can be prepared for the day ahead.

Making new friends is an important task for high school-aged children. Parents should encourage students to participate in activities so they get to know other people and have a good time. Parents may wish to model this approach themselves by getting involved with their child's school via the P & C committee, school events or other.

Overall parents should encourage their children, be positive about the new experience and share in the excitement of starting the next stage of schooling.

Building self-esteem

Smith and Mackie (2007) define self-esteem as "the positive or negative evaluations of the self, as in how we feel about it." Self-esteem is the foundation for confidence and resilience and is therefore vital to a child's wellbeing. The formation of self-esteem is influenced by a range of factors. Morgan (2009) lists; abilities and opportunities available to accomplish age-appropriate development tasks, significant others, social roles assumed and expectations and individual temperament and personalities.

At primary school, self-esteem generally relates to how children learn, how they look, how they do at

sport and how easily they make friends. Children tend to compare themselves with their friends and classmates, and may feel less capable than others. Bullying, learning problems or other social difficulties can greatly affect a child's self-esteem.

Parents can have a big influence on their child's self-esteem. In a home where mistakes are punished and perfections is expected "children can begin to feel as though they can never live up to their parent's standards....this can knock confidence and cause feelings of insecurity" (January, 2010, 208). Promoting an understanding that mistakes are acceptable and an important part of the learning process can help children feel more positive when things don't go as planned. Parents can also encourage positive self-esteem in their children by teaching children to think and talk positively about themselves, and helping their children to identify things that they are good at and enjoy doing.

Providing lots of support to children, praising them when they do well, and celebrating 'small wins' can help build self-esteem, as can maintaining a healthy lifestyle. Most importantly parents can model behaviour that fosters confidence and a good self-image, teaching children to appreciate differences, maintain a positive frame of mind and be gentle with themselves.

Resilience

Having a positive sense of self-esteem not only supports children at school but is a platform for resilience, which is the ability to 'bounce back' from life's challenges. Resilience is a critical factor for success at school and in life. Parents can't protect their children from most problems, but helping children to develop resilience can assist them in coping with and moving on from difficulties.

Many factors that have been discussed in earlier sessions and sections of the *Achieving School Success* program contribute to the development of resilience, including:

- Teaching children problem-solving skills and avoiding always solving children's problems for them.
- Encouraging positivity.
- Setting a good example via parent role modelling.

- Giving children an opportunity to participate in a broad range of activities.
- Helping children identify what they are good at.
- Having high, but appropriate expectations.
- Providing lots of positive attention via strategies such as praise and spending time together as a family.
- Assisting children to be organised.
- Ensuring a safe and positive home environment.
- Building a strong parent-child relationship.
- Preparing ahead for challenging times to minimise difficulties or make transitions smoother.
- Maintaining good and balanced routines around sleeping, eating, studying and other factors.
- Making time for rest, relaxation and appreciation of life.

Two additional factors play a most significant role in the development of resilience – emotional intelligence and learning to ask for help.

Emotional Intelligence

Coleman (2008) identifies emotional intelligence as the ability to recognise our own and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behaviour.

Extensive research demonstrates the benefits of emotional intelligence (including better mental health and leadership skills), and the strong correlation between emotional intelligence and life success. For example, Goleman's 2008 research indicated that measures of emotional intelligence accounted for 67% of the abilities deemed necessary for high performance in leaders, and mattered twice as much as technical expertise or IQ. It is worth noting that "in Australia qualities of leadership and emotional intelligence are often more valuable and valued than academic achievement" (Bartes, 2015, 111).

Emotional intelligence can be developed at any age, and parents can use a range of strategies to foster emotional intelligence. This begins with parents developing comfort around emotionality. "Children benefit tremendously when parents talk freely about feelings, are accepting of the expression of both



good and bad emotions, and respond appropriately to children's expression" (Fauch, 2011, 40). This does not mean that parents need to accept unhelpful or destructive expressions of emotions, but that parents are able to understand that whilst a child's behaviour may be undesirable, all emotions are normal and acceptable. Parents are therefore encouraged to talk to children about emotions. There are many children's books and resources in local libraries that parents can read to and with their children as a starting point for conversations about feelings.

Parents can also teach children to identify and label their emotions. When parents are early to notice their child's feelings (i.e. – before there is a tantrum or strong outburst of emotion), they can name their child's emotion and provide an opportunity for their child to discuss the events or circumstances that lead to the emotion. "Parents should avoid problem-solving, criticism and judgement when trying to emotion coach a child...but acknowledge their child's feelings and empathise" (Fauch, 2011, 86). Providing acknowledgement and understanding lets children know that it is ok to express themselves and that their feelings matter. Once parents have provided empathy they can assist children to brainstorm solutions, understanding that not all problems can be solved.



ACTIVITY ONE

TO BE USED WHEN RUNNING A PARENT-GROUP STYLE PROGRAM

This exercise gives parents an opportunity to practice identifying and labelling emotions, providing empathy and offering understanding to children.

Write the following two scenarios on a white board or large sheet of paper. Work through each scenario as a group. Ask parents to contribute in answering the questions below.

Scenario 1:

Your child has been studying for some time. They seem stuck on a question and appear to be losing patience with themselves.

Ask parents the following:

Question 1: What emotion might this child be feeling?

Facilitator note: There are many right answers. Some possibilities include; the child is feeling frustrated, angry at themselves, or worried about disappointing their parent.

Question 2: What could the parent say to name the emotion and provide understanding and empathy? Remember, no problem solving until the emotion has been labelled and validated.

Facilitator note: Parents could respond in many ways, such as...

"You've been working really hard. I know it can get frustrating sometimes" or

"It looks like you're starting to get a bit upset, are you feeling angry?", or

"I'd be getting pretty annoyed if I had been studying for as long as you have been. Are you ok?"

Question 3: What are some statements that parents might make to assist their child in this situation?

Facilitator note: Emphasise that this should only happen after children have had an opportunity to talk about how they might be feeling. Parents

should be reminded that they are there to assist children in problem-solving, not to solve problems for their children.

Of the many possible statements, parents might say... "What can we do to make things easier for you?", or "Can I do anything to assist?"

Let parents know that if children come up with appropriate ideas, parents can finish with an encouraging statement such as "that sounds perfect" or "great idea". If children seem to genuinely be struggling, parents can then step in with ideas to help. In this situation, working through the study point with the child, taking a break, stretching and taking some deep breaths, or leaving further study till the next day could be appropriate solutions.

Scenario 2:

Your child worked hard on a school project. They have received their results and they have a mark they are not happy with.

Ask parents the following:

Question 1: What emotion might this child be feeling?

Facilitator note: There are many right answers. Some possibilities include; the child is sad that they didn't do as well as they would have liked. They may be worried about disappointing their parents, or embarrassed that they didn't do as well as others.

Question 2: What could the parent say to name the emotion and provide understanding and empathy? Remember, no problem solving until the emotion has been labelled and validated.

Facilitator note: Parents could respond in many ways, such as...

"I know you're upset with your result. It can be a big let-down when things don't go as we want them to" or

"You look sad. It's ok to feel down when you are disappointed. Do you want to talk about it?"

Question 3: What are some statements that parents might make to assist their child in this situation?

Facilitator note: Emphasise that this should only

happen after children have had an opportunity to talk about how they might be feeling. Parents should be reminded that they are there to assist children in problem-solving, not to solve problems for their children.

Of the many possible statements, parents might say...

"Is there anything that might help you feel better about this?"

"What would you like to do now?"

Let parents know that if children come up with appropriate ideas, parents can finish with an encouraging statement such as "Good plan" or "that's a good solution". However this is one of those 'problems' that can't be 'solved'. The result has already been issued and the child is already upset. In this situation, acknowledging the child's feelings is what's important. Parents should avoid comments such as "it's ok" and "don't worry about it". Such responses dismiss the child's feelings and don't make the child feel better. Providing statements of reassurance (as in question 2), a hug and/or just being with the child may be the most appropriate response.



Facilitator Tip

There are a number of programs that parents can access to assist with managing their own emotions, or to foster emotional intelligence in their children. Make a list of local programs that might be suitable for this purpose. Have this information ready for any parents who would like further information about emotional intelligence.

Learning to ask for help

A vital part of being resilient is being willing to ask for help. "This is the ability to leverage the skills and resources of others towards your own outcomes.... it is the basis for getting ahead in the world" (Dodd, 2008, 54). Having the ability to speak up and ask for help is also an important protective factor for children.

Parents are encouraged to work with their children to identify five trusted adults (at least 2 from outside of their family) that children can talk to if they need assistance. These should be adults that children know and feel comfortable approaching, not just people that parents think children should include. They should also be adults that are easily accessible and contactable. Parents and children should then work together to approach the five adults identified as 'helpers' and explain that the child might contact them if they ever need assistance. It is important that these 'helpers' are willing to assist.

Once this group of trusted adults is identified, parents can speak with their children about asking for help. It should be pointed out to children that sometimes adults are busy or may not understand the problem, so it is ok for children to ask someone else for help and keep asking until they find someone who can help them. It can be difficult for a child to approach an adult so parents can use a strategy such as role playing to give their children an opportunity to practice seeking assistance.

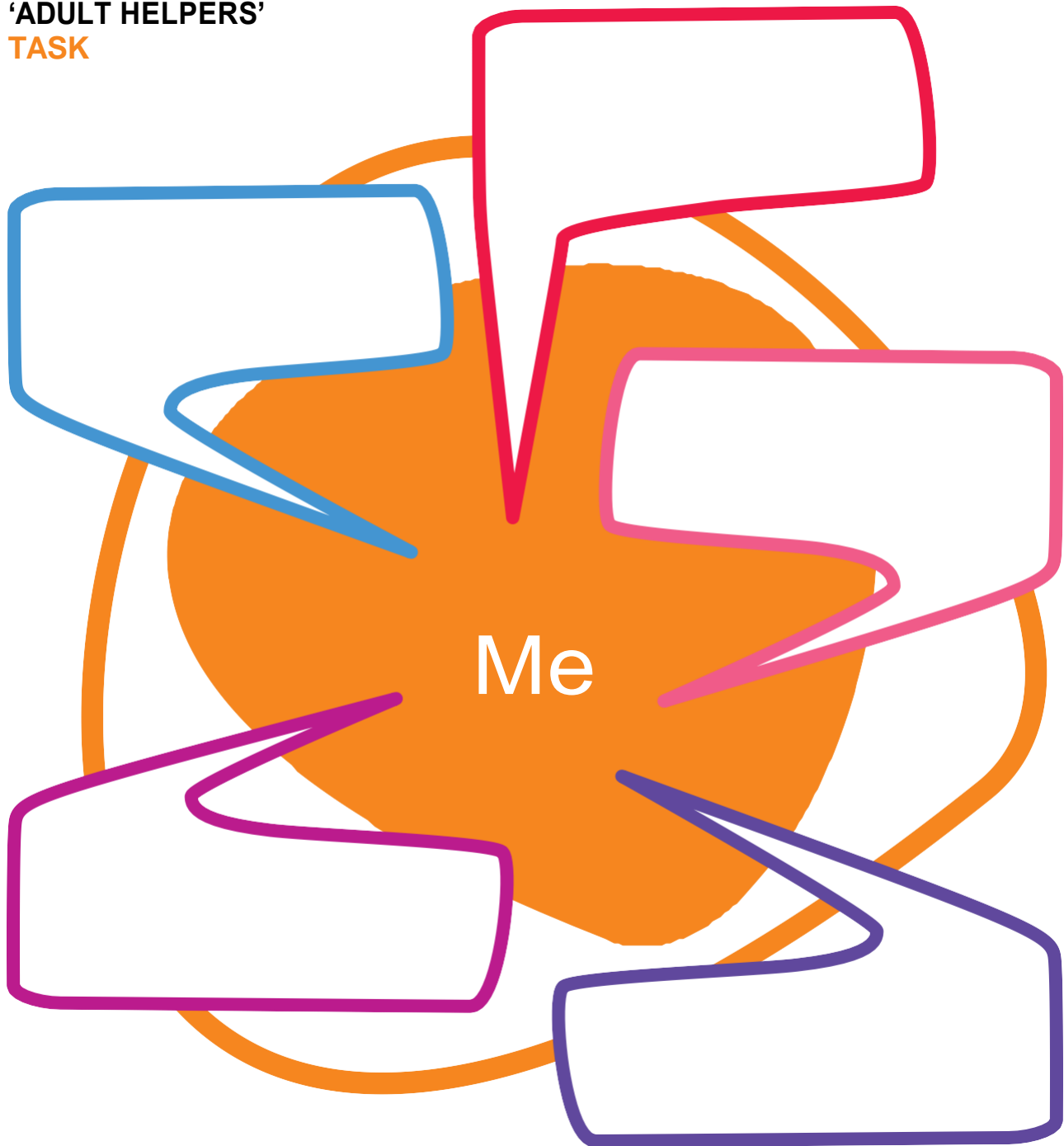
Emotional intelligence also plays a role in teaching children to ask for help. "When a parent accepts and provides helpful responses to emotional expression, the child learns that it's ok to bring these feelings home and talk them out" (Aldridge, 2015, 2). In this way, parents can create an environment in which children are comfortable turning to parents when they have a problem.



Facilitator Tip

You may wish to print copies of the Parent-child 'Adult Helpers' task on the following page, and include it with the parent handouts to assist parents in completing the next activity.

**PARENT-CHILD
'ADULT HELPERS'
TASK**



Step 1

Copy the image - one for each of your children.

Step 2

Work with each of your children to identify 5 trusted adults.

Step 3

Check with the chosen adults to ensure they are happy to be an 'Adult helper'.

Step 4

Note the 'Adult helpers' that you child has chosen, in the blank spaces provided. Include contact information.

Step 5

Keep this information handy so that children can access it when needed.

Assessments

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted each year across Australia as an assessment for students in Years 3, 5, 7 and 9. NAPLAN tests skills such as reading, writing, spelling and numeracy. NAPLAN is a measure of progress only.

HSC

The Higher School Certificate is a NSW-based assessment available to all students completing year twelve. There is an equivalent assessment in each state. The HSC reports student achievement in individual subjects, relative to a standard set within that subject. The HSC mark is determined in part by school-based assessment and in part by the HSC examinations.

ATAR

The Australian Tertiary Admission Rank (ATAR) is a rank - not a mark - for students wishing to gain a place at a university. It provides information about how students perform in comparison to other students, and is used by universities as part of their selection process.

Alternative pathways

Parents have an important role in supporting children in their transition from school. Cochran and Kush, noted as part of their research that “through career planning with a parent, adolescents in Grade 12 showed greater career certainty, less indecision, more career salience, and stronger ego identity” (Cochran and Kush, 1993, 434). With this in mind, parents should be willing to consider what a child wants for their own future and what pathway best suits the individual child.

Parents should encourage graduating students to talk to their teachers, career advisors and other students as well as using websites and other resources to seek information about the wide variety of options available to them. Parents may have to accept that their child may have different expectations to their own. “Children are more likely to succeed when they are motivated, and they will be motivated to succeed if they are pursuing a pathway that is meaningful to them” (Ragani, 2006, 69).

Some of the main pathways beyond graduation are listed below.

University

A university degree will provide a qualification and in some cases, some practical experience towards a particular career. In Australia, students have an opportunity to enter university regardless of whether they get a high ATAR or not. It is even possible for some students to perform poorly in the HSC and still go on to qualify further down the track as lawyers, engineers or in other significant professions.

Deferring University

Many students receive an ATAR and chose to defer university attendance for a period of time in order to gain life experience or take a break after school. A 2013 study of more than 900 first-year students by Sydney University researchers revealed that not only did taking a year off have a positive effect on student motivation, it also translated to a real boost in performance in the first semesters at university” (Bodkin, 2013).

Traineeships

Apprenticeships, cadetships and traineeships are available in a whole range of disciplines including; accounting, business, banking, law, engineering and many government jobs, as well as for chefs, trades, business, construction, community services work, graphic design and IT plus many others. These allow young people to get a qualification whilst they are gaining practical experience and this pathway can provide access to a range of prestigious professions.

TAFE and colleges

Technical and Further Education (TAFE) courses offer nationally recognised qualifications in thousands of different areas, with a focus on practical experience and work readiness. Community and private colleges in Australia provide an alternative to university and TAFE. There are many private colleges that specialise in specific fields such as business and hospitality, and psychology. Again, they tend to focus on the development of practical work skills and knowledge and often include job placement as part of the college program.

Work and volunteering

Work experience, internships, and volunteering are highly regarded in Australia. In most professions “employers look for experience, evidence of suitability to work environments, and in some cases completion of a qualification....with little or no interest in academic results” (Branch & Sassen, 2013, 93). Opting to work after schooling has been completed can also help young people clarify what their interests are and determine a future direction.



Facilitator Tip

You may wish to invite a local school principal or educational consultant to the final session to answer any questions that parents have about schooling, assessments and options after graduation.

Close of session

At the close of the session, summarise the content covered as:

- Transition to school.
- Fostering self-esteem.
- Building resilience and emotional intelligence in children.
- NAPLAN/HSC.
- Pathways for the future.

Invite parents to ask questions if they have any.



Discussion Point

FOR USE WHEN RUNNING A PARENT GROUP-STYLE PROGRAM.

WHAT ARE SOME OF THE WAYS THAT PARENTS CAN CONTINUE TO GET SUPPORT AND DEVELOP PARENTING SKILLS NOW THAT THE PROGRAM IS FINISHED?

It is important that parents leave the group feeling supported and connected to additional resources if needed. Remind parents that seeking support

and asking for help as a parent, is a great way of role modelling this important life skill to children.

Lead parents in a discussion about local, helping resources available in the community. You may wish to mention programs running at your own agency, or local partner agencies. Remind parents of the support available in schools, via school counsellors or the school principal. Encourage parents to seek additional information, books or materials at local libraries or community centres. Many programs and resources are also available via the internet. Reinforce that parents or children facing more significant challenges with health or wellbeing should always seek professional support or visit their doctor for referrals to a specialist.



Family Focus Activity

Finalise the session by inviting parents to continue developing and strengthening the relationship that they have with their children by making a commitment to continuing to plan and run family-focussed activities on a regular basis. Suggest that parents aim for one such activity each month and give them the responsibility of crafting their own family focus activities.

Explain to parents that their task is to hold a family meeting to nominate and plan at least the first two family focus activities for the family. Remind parents that this will involve setting a suitable time for the meeting, inviting all family members, notifying them ahead of time what the agenda is and encouraging family members to bring their ideas to the meeting.

This is a good opportunity to emphasise the importance of parents leading their families towards the desirable outcomes that all parents seek. What happens next is up to them!

Complete the evaluation for session four.

Distribute program certificates to parents who have attended all four sessions.

Thank parents and close session.

Part C

PROGRAM COLLATERAL



**Achieving
School
Success**

Information Sessions

**Would you like to
find out...**

How the Australian
Education System
works?

How to help your child
succeed at school?

How you can support
your child's learning
and school success at
home?

How you can help
prepare your child for
school, university and
beyond?

How your home life
can affect your child's
learning?

**A FOUR SESSION
PROGRAM FOR PARENTS,
GRANDPARENTS AND
CARERS OF
5 – 13 YEAR OLDS**

Dates:

Time:

Location:

Registration Details



Information Sessions

Would you like to find out...

How the Australian Education System works?

How to help your child succeed at school?

How you can support your child's learning and school success at home?

How you can help prepare your child for school, university and beyond?

How your home life can affect your child's learning?

A FOUR SESSION PROGRAM FOR PARENTS, GRANDPARENTS AND CARERS OF 5 – 13 YEAR OLDS

Dates:

Time:

Location:

Registration Details



Information Sessions

Would you like to find out...

How the Australian Education System works?

How to help your child succeed at school?

How you can support your child's learning and school success at home?

How you can help prepare your child for school, university and beyond?

How your home life can affect your child's learning?

A FOUR SESSION PROGRAM FOR PARENTS, GRANDPARENTS AND CARERS OF 5 – 13 YEAR OLDS

Dates:

Time:

Location:

Registration Details



Information Sessions

Would you like to find out...

How the Australian Education System works?

How to help your child succeed at school?

How you can support your child's learning and school success at home?

How you can help prepare your child for school, university and beyond?

How your home life can affect your child's learning?

A FOUR SESSION PROGRAM FOR PARENTS, GRANDPARENTS AND CARERS OF 5 – 13 YEAR OLDS

Dates:

Time:

Location:

Registration Details



Achieving
School
Success

讲座

您希望了解...

澳大利亚的教育体系是如何运作的吗？

如何帮助您的孩子在学校取得成功？

您如何从家中辅导孩子在学校取得成功呢？

您如何帮助孩子做好上学准备、报读上大学或作出其它选择呢？

您的家庭生活如何影响孩子的学习？

为5至13岁孩子的父母
祖父母和监护人开设的4
次讲座

日期

时间:

地点

登记日期



讲座

您希望了解

澳大利亚的教育体系是如何运作的吗

如何帮助您的孩子在学校取得成功

您如何从家中辅导孩子在学校取得成功呢

您如何帮助孩子做好上学准备、报读上大学或作出其它选择呢

您的家庭语言如何影响孩子

为到岁好的父母、祖父母和监护人开设的4次讲座

日期:

时间:

登记表格



讲座

您希望了解

澳大利亚的教育体系是如何运作的吗

如何帮助您的孩子在学校取得成功

您如何从家中辅导孩子在学校取得成功呢

您如何帮助孩子做好上学准备、报读上大学或作出其它选择呢

您的家庭语言如何影响孩子

为到岁好的父母、祖父母和监护人开设的4次讲座

日期:

时间:

登记表格



讲座

您希望了解

澳大利亚的教育体系是如何运作的吗

如何帮助您的孩子在学校取得成功

您如何从家中辅导孩子在学校取得成功呢

您如何帮助孩子做好上学准备、报读上大学或作出其它选择呢

您的家庭语言如何影响孩子

为到岁好的父母、祖父母和监护人开设的4次讲座

日期:

时间:

登记表格



Achieving
School
Success

정보 워크숍

다음사항이
궁금하세요
?

호주의 교육
시스템이 어떻게
운영되는가?

자녀가 학교에서
성공 하도록 어떻게
도와 주나?

자녀의 학습과
성적 향상을
가정에서 어떻게
도와줄 수 있나?

학교, 대학 및 그
이후 자녀 진로에
대해 자녀를
어떻게 준비시킬까?

5-13세의 자녀를 둔
부모님, 조부모님
및 보호자님들을
위한 4회의 워크숍

날짜:

시간:

장소:

등록 안내



정보 워크숍

다음사항이
궁금하세요?

.....

자녀가 학교에서
성공
하도록 어떻게
도와 주나?

자녀의 학습과
성적
향상을
가정에서
.....

학교, 대학 및 그
이후 자녀 진로에
대해 자녀를
어떻게 준비시킬까?

가정 환경이
자녀의 교육에
어떤 영향을

5-13세의 자녀를 둔
부모님, 조부모님
및 보호자님들을
위한 4회의 워크숍

날짜:

시간:

장소:

등록 안내



정보 워크숍

다음사항이
궁금하세요?

.....

자녀가 학교에서
성공
하도록 어떻게
도와 주나?

자녀의 학습과
성적
향상을
가정에서
.....

학교, 대학 및 그
이후 자녀 진로에
대해 자녀를
어떻게 준비시킬까?

가정 환경이
자녀의 교육에
어떤 영향을

5-13세의 자녀를 둔
부모님, 조부모님
및 보호자님들을
위한 4회의 워크숍

날짜:

시간:

장소:

등록 안내



정보 워크숍

다음사항이
궁금하세요?

.....

자녀가 학교에서
성공
하도록 어떻게
도와 주나?

자녀의 학습과
성적
향상을
가정에서
.....

학교, 대학 및 그
이후 자녀 진로에
대해 자녀를
어떻게 준비시킬까?

가정 환경이
자녀의 교육에
어떤 영향을

5-13세의 자녀를 둔
부모님, 조부모님
및 보호자님들을
위한 4회의 워크숍

날짜:

시간:

장소:

등록 안내



**Achieving
School
Success**

Các Buổi Thông Tin

Bạn có muốn tìm hiểu...

**Hệ Thống Giáo Dục Úc
hoạt động như thế nào?**

**Làm thế nào để giúp
con bạn thành công ở
trường?**

**Làm thế nào ở tại nhà
mà bạn có thể hỗ trợ
con bạn học tập và
thành công ở trường ?**

**Làm thế nào bạn có thể
chuẩn bị cho con bạn
đến trường phổ thông,
trường đại học và hơn
thế nữa?**

**Cuộc sống gia đình bạn
có thể ảnh hưởng thế
nào đến việc học tập
của con bạn?**

**CHƯƠNG TRÌNH BỐN BUỔI
THÔNG TIN CHO CHA MẸ,
ÔNG BÀ VÀ NHỮNG NGƯỜI
CHĂM SÓC TRẺ TRONG ĐỘ
TUỔI 5-13.**

Ngày:

Thời gian:

Địa Điểm:

Chi Tiết Ghi Danh



Các Buổi Thông Tin

Bạn có muốn tìm hiểu...

Hệ Thống Giáo Dục Úc hoạt động như thế nào?

Làm thế nào để giúp con bạn thành công ở trường?

Làm thế nào ở tại nhà mà bạn có thể hỗ trợ con bạn học tập và thành công ở trường ?

Làm thế nào bạn có thể chuẩn bị cho con bạn đến trường phổ thông, trường đại học và hơn thế nữa?

Cuộc sống gia đình bạn có thể ảnh hưởng thế nào đến việc học tập của con bạn?

CHƯƠNG TRÌNH BÔN BUỔI THÔNG TIN CHO CHA MẸ, ÔNG BÀ VÀ NHỮNG NGƯỜI CHĂM SÓC TRẺ TRONG ĐỘ TUỔI 5-13.

Ngày:

Thời gian:

Địa Điểm:

Chi Tiết Ghi Danh



Các Buổi Thông Tin

Bạn có muốn tìm hiểu...

Hệ Thống Giáo Dục Úc hoạt động như thế nào?

Làm thế nào để giúp con bạn thành công ở trường?

Làm thế nào ở tại nhà mà bạn có thể hỗ trợ con bạn học tập và thành công ở trường ?

Làm thế nào bạn có thể chuẩn bị cho con bạn đến trường phổ thông, trường đại học và hơn thế nữa?

Cuộc sống gia đình bạn có thể ảnh hưởng thế nào đến việc học tập của con bạn?

CHƯƠNG TRÌNH BÔN BUỔI THÔNG TIN CHO CHA MẸ, ÔNG BÀ VÀ NHỮNG NGƯỜI CHĂM SÓC TRẺ TRONG ĐỘ TUỔI 5-13.

Ngày:

Thời gian:

Địa Điểm:

Chi Tiết Ghi Danh



Các Buổi Thông Tin

Bạn có muốn tìm hiểu...

Hệ Thống Giáo Dục Úc hoạt động như thế nào?

Làm thế nào để giúp con bạn thành công ở trường?

Làm thế nào ở tại nhà mà bạn có thể hỗ trợ con bạn học tập và thành công ở trường ?

Làm thế nào bạn có thể chuẩn bị cho con bạn đến trường phổ thông, trường đại học và hơn thế nữa?

Cuộc sống gia đình bạn có thể ảnh hưởng thế nào đến việc học tập của con bạn?

CHƯƠNG TRÌNH BÔN BUỔI THÔNG TIN CHO CHA MẸ, ÔNG BÀ VÀ NHỮNG NGƯỜI CHĂM SÓC TRẺ TRONG ĐỘ TUỔI 5-13.

Ngày:

Thời gian:

Địa Điểm:

Chi Tiết Ghi Danh



معلومات جلسات

نم نونك امجن بر
عبأر
لوالدين جلسات
والجداد

سنة 13 و 5 سنوات سن
الرعوية ومقدمي
ب ل طالب

التواريخ:

الزمان:

الامكان:

و اهل
أند
... تعرف

التعليم نظام يعمل كيف

السترالي؟

على طفلك تساعد كيف

المدرسة؟ في النجاح

يتعلم لكي المنزل في
دع يمكنك كيف
طفلك

المدرسة؟ في وينجح

طفلك اساعد
يمكنك كيف للمدرسة
في المساعدة

بعدها؟ وطوال الجامعة

تعليم على المنزلية

تحقيق حاجتنا المدرسة في

مع لومات جلسات

أربع من مكون برنامج
والحداد
لوالدين
لطالب
الرعاية
13 و سنوات جلسات
5 سن في ب ومقدمي سنة

نأدّ ونهل
...يف عت
نظام يعمل كيف
الاسترالي؟
التعليم

التواريخ:

الك تساع
كيف في
لنجاح على
المدرسة؟

الزمن:

يمكنك كيف
في طفلك دع
تعلم لكي المنزل
في وينجح
المدرسة؟

املكان:

ساعة
في كيف طفلك
استعداد
للمدرسة والجامعة
بعدها؟ ولم
مدرسة في

التسجيل تفاصيل

تحقيق حاجتنا المدرسة في

مع لومات جلسات

أربع من مكون برنامج
والحداد
لوالدين
لطالب
الرعاية
13 و سنوات جلسات
5 سن في ب ومقدمي سنة

نأدّ ونهل
...يف عت
نظام يعمل كيف
الاسترالي؟
التعليم

التواريخ:

الك تساع
كيف في
لنجاح على
المدرسة؟

الزمن:

يمكنك كيف
في طفلك دع
تعلم لكي المنزل
في وينجح
المدرسة؟

املكان:

ساعة
في كيف طفلك
استعداد
للمدرسة والجامعة
بعدها؟ ولم
مدرسة في

التسجيل تفاصيل

تحقيق حاجتنا المدرسة في

مع لومات جلسات

أربع من مكون برنامج
والحداد
لوالدين
لطالب
الرعاية
13 و سنوات جلسات
5 سن في ب ومقدمي سنة

نأدّ ونهل
...يف عت
نظام يعمل كيف
الاسترالي؟
التعليم

التواريخ:

الك تساع
كيف في
لنجاح على
المدرسة؟

الزمن:

يمكنك كيف
في طفلك دع
تعلم لكي المنزل
في وينجح
المدرسة؟

املكان:

ساعة
في كيف طفلك
استعداد
للمدرسة والجامعة
بعدها؟ ولم
مدرسة في

التسجيل تفاصيل



Session 1

Schooling in Australia

Schools in Australia aim to create successful learners – those who utilise creativity, logic and strategy in their thinking, are tolerant, optimistic, responsible, self-aware and able to manage their own emotions and behaviours. Key features of the Australian education system include; the promotion of lifelong learning, multiple subjects for a variety of pathways to success, a student-centered teaching and learning model and a full range of assessment methods.

The Australian school system includes:

- Preschool.
- Primary school.
- Secondary school.
- Senior secondary school.

The ability to adapt to school is influenced by child characteristics (personality, social skills, intelligence and other factors), parent characteristics (parenting practices, relationship status, other) and community characteristics (the services available in the community and the relationship families have with these services).

Primary school

Primary schools in NSW currently follow a curriculum based on different stages of learning.

- Early Stage 1 : Kindergarten.
- Stage 1: Years 1 and 2.

- Stage 2: Years 3 and 4.
- Stage 3: Years 5 and 6.

Children in primary school learn English, Mathematics, Creative Arts, Human Society and Its Environment, Science and Technology and Personal Development, Health and Physical Education.

In addition to subject-based content, primary school learning addresses important contemporary themes and general capabilities as students prepare to live and work successfully in the 21st century. These include; information technology, critical and creative thinking, personal and social capability and ethical understanding. Many of the important themes of the curriculum cannot be learned from a text book and intensive study but are developed through participation in sport, art, music and social experiences.

What is expected of students?

Students are expected to have:

- Appropriate social and communications skills.
- The ability to contribute to and participate in the class and school environment.
- An understanding and respect for cultural diversity.
- A good level of physical wellbeing and development.
- Good problem solving skills and resilience.
- The ability to cooperate with school rules and with teachers and peers.





- Personal responsibility and self-leadership.
- Decision making ability.

Parental expectations

Parental expectations need to be realistic, age-appropriate and relevant to their child's experience of attending an Australian school. Parents should aim to base expectations on the following:

- Their own expectations.
- Other parent expectations of children.
- School expectations of children.
- Their own expectations of themselves.
- Their ability to model the behaviour that they expect from their child.

Problems can occur when parents expect too much of their children, or for their children to be perfect. No one is perfect. Expecting perfection from a parent or child can lead to disappointment and conflict.

Parents who feel that they don't understand what appropriate expectations may be or are concerned their expectations may be too high should speak to their child's school for support and guidance.

Rights and responsibilities of parents

Include:

- Ensuring that children attend school each day, and are appropriately supervised before and after school.
- Helping children to get enough rest and free

time/play time to support their physical and social development.

- Providing a safe environment in which children are free from violence and abuse, understanding the difference between discipline and child abuse.
- Complying with all relevant school policies, procedures and guidelines, and the principals' directives that pertain to visitors when they enter a school.
- Communicating any concerns they have to the classroom teacher or school principal.
- Being involved with and participating in their child's schooling.

Key roles within primary schools

- Principal - has overall responsibility for the whole school.
- Deputy Principal - responsible for the day-to-day organisation of the school and for the welfare of all students and staff.
- Classroom Teacher - responsible for child learning and welfare at school.
- ESL Teacher (English as a Second Language) - assists students from non-English speaking backgrounds.
- School Counsellor - provides counselling and psychological assessment of students with specific needs.
- Parents & Citizens (P & C) associations/committees – a group of parents, caregivers and citizens who work on activities within the school including policy development and fundraising.





In order to communicate with the school it is best for parents to firstly make an appointment with, or speak to their child's classroom teacher. Administrative matters can be discussed with school administrative staff who are usually located in the school's front office area. Appointments can also be made with the school counsellor or principal. If an interpreter is needed contact Translating and Interpreting Service (TIS) on 131 450.

Selective schools and opportunity classes

Selective schools and opportunity classes are part of a special education program and are designed to provide an appropriately challenging learning environment for highly gifted and talented students.

Opportunity classes are classes in some government primary schools for students in Years 5 and 6 that cater for highly-achieving, academically talented students. In NSW opportunity class entry involves students participating in the Opportunity Class Placement Test.

For (NSW) selective high school entry, students are considered on the basis of academic merit which is determined by student performance at school and in the Selective High Schools Placement Test which is held each year.

Family Focus Activity 1

Family organiser

Families are often involved in lots of meetings, appointments and activities outside the home. Going to school adds dozens of excursions, sports days, carnivals, exams and special events to the family calendar.

Having a system for keeping track of important dates can help families function more effectively. It can help parents to be more aware of key events in their child's diary that may be causing stress (such as a big test), or that may require special planning and preparation (such as the completion of an art project).

This activity will help families communicate clearly and coordinate schedules with one another, ensuring that each member of the family is supported and prepared for the day, week and month ahead.

Materials required

Notice board
String
Thumb tacks or pins
Blank pad of paper or small whiteboard
Pen
White board markers and eraser
Calendar with good-sized blank squares





Instructions

1. Create a communication space – Use string, thumb tacks or pins to attach either a blank pad of paper or a small whiteboard to your notice board. Tape some string around one end of a pen (if you have attached a blank pad of paper) or a white board marker (if you have attached a small whiteboard). Attach the other end of the string to the notice board. This section of your family organiser is for telephone messages, last minute updates, and writing notes to family members.

2. Important phone numbers section - Make a list of important phone numbers and post it on the notice board. Numbers to Include:

- Emergency number (000)
- Doctor and dentist numbers
- Parent work numbers
- The number of a person to call in an emergency
- Names and phone numbers of children's friends
- School office number

3. Calendar section - Attach a calendar to the notice board. Make sure family members write down meetings, appointments, after school activities, excursions, parties and other important dates.

4. Monthly family meeting – Host a family meeting at the beginning of each month. Bring school notes, newsletters and calendars, parent diaries, and other important information. Spend time discussing the upcoming month and the priority activities for each family member. Input all important dates into the calendar. Talk to your children about upcoming events and activities. Remember to consider:

- Do they need your support in preparing for any key dates?
- Are there any weeks when someone is overloaded and might need some extra help?
- Is there sufficient time in the calendar for all members of the family to enjoy rest and unstructured recreation?
- Are there any low-priority activities that could be removed from the schedule to reduce stress and time-pressure?

Be sure to check the calendar each week and talk to your children before the week begins, about what is upcoming. This will help you to monitor their activities, ensure they are not overloaded and assist them in mentally preparing for what is ahead.





Session 2

Child development

Child development describes the process in which children grow and develop the important physical, emotional, and intellectual processes needed to reach adulthood. Starting school is a critical stage in a child's development.

Brain development

Young children have limited ability to think and reason. They can't link their feelings, thoughts and behaviours. Their brains are very sensitive to experience. Early experiences and environments have a very strong influence on the development of children's brains. Positive interactions with mother, father, siblings, grandparents, and friends help young children to learn to walk, talk, manage their behaviour and emotions, share and solve problems. This can be supported by providing children with:

- A safe and secure environment in which children can learn and explore without fear.
- Lots of opportunities for a child to repeat and practice new skills. This helps to strengthen connections in the brain.
- Regular play.
- Talk and interaction.
- Praise and positive encouragement.
- Support as they experiment with new experiences.
- Realistic expectations, including allowing children to progress at their own pace.



Social and emotional development

Specifically, children need to be supported in developing:

- Self-awareness, including a sense of their own identity, confidence and an understanding of their own feelings.
- Social awareness, an appreciation of the differences between people, respect, tolerance and understanding of others.
- Self-management, which is the ability to do such things as manage and regulate emotions, set and complete goals, use time effectively.
- Responsible decision making, including choosing wisely and understanding fairness.
- Relationship skills such as communication, listening, cooperating, sharing, making friends and resolving conflict.





Social and emotional development is just as important and necessary to life success, as brain development. This type of development relies heavily on the experiences of a child, and the child's relationships. Parent modelling of appropriate behaviours and responses is one of the most significant ways that children develop socially and emotionally.

Physical development

Good physical development is supported with the following:

- Healthy eating habits.
- Physical activity and recreation.
- Good sleep habits and plenty of rest.

Development can be disrupted if children are exposed to trauma and toxic stress. Disrupted development has a strong impact on learning and the ability to succeed at school.

Types of trauma

Trauma can seriously interrupt a child's school routine and the processes of learning. It can result from many experiences, including:

- Child abuse (physical abuse, sexual abuse, neglect, emotional abuse or exposure to family violence).
- Corporal punishment and humiliation. This can lead to poor academic achievement and attachment, mental health issues and even substance abuse.

Mandatory reporters such as school staff have a responsibility to notify the relevant authorities if

they suspect a child is being abused, experiencing family violence or harmful punishment.

Stress

The three types of stress identified by Harvard University's Centre on the Developing Child are:

- Positive stress, which is a normal part of life.
- Tolerable stress, which can be overcome with support from parents and family.
- Toxic stress, which happens when a child experiences frequent, significant, prolonged problems such as child abuse or family violence, without adequate support from an adult. This chronic stress disrupts a child's brain development and other systems.

Children may show stress by taking risks, acting out, being aggressive or disruptive, crying, physically or mentally withdrawing, regressing into childish behaviours, or being unwilling to participate in family and school activities, as well as other factors.

Helping children cope with stress

Parents can assist children in managing stress by:

- Regularly spending calm and relaxing time with their children.
- Listening to their children and encourage them to talk about their feelings and worries (this will not make the fear and worry bigger!).
- Encouraging physical wellbeing (good eating habits, lots of exercise and sleep).





- Avoiding being critical and negative towards a child.
- Providing a safe and nurturing family life.
- Encouraging and praising children as often as possible.
- Showing an active interest in their children's activities.
- Monitoring their children's access to media and technology.
- Avoiding over-scheduling children and ensuring children have plenty of unstructured play and relaxation time.
- Avoiding placing unrealistic expectations on children.



Promoting positive mental health

Children need nurturing, affectionate and secure relationships with adults and a positive relationship with at least one parent. Having a sense of connectedness to the community or school is also helpful in maintaining good mental health, as is involvement in social and peer groups. Parents can also help their child towards positive personal achievements, with a focus beyond just academic success.

Ensuring an open and communicative home environment is very important. If children are encouraged to speak to their parents about worries or concerns, they are more likely to do so, giving parents a valuable opportunity to connect and identify issues early on.

Getting help

Where stress or mental health issues are a concern, parents should seek professional help for their child. Speak with the school counsellor, or the family doctor who can provide parents with referrals to specialist services. Community health centres also provide free child and family counselling, assessments and mental health services.





Family Focus Activity 2

Family movienight

Spending time together relaxing as a family is an important part of family life, but something that children may not do too often with parents, particularly as they get older. Sometimes even getting everyone in the same room at the same time is a challenge!

This activity is an easy one, particularly for families that may have had a rough week or that are experiencing conflict. It doesn't require much communication but is all about togetherness and relaxation.



Materials Required

Family movie (mainstream TV channels often run family movies on a Friday or Saturday night. Movies can also be hired or streamed. You could also make an occasion of it and take a trip to the cinema).

Snacks (fruit, popcorn, drinks or a special treat).

A suitable space where all family members can fit to watch the movie.

Instructions

Pick a night where everyone is home and everyone is free. It can even be a school night provided that children can be in bed on time.

Let family members know a couple of days in advance that the family movie night will be taking place, and when. This gives everyone a chance to look forward to the time together.

Family movie night should take place after dinner so that there are no rumbling tummies!

All devices including phones and tablets are banned from family movie night.

Pre-warn family members in the early evening about the time that family movie night will start.

Gather family members together at the scheduled time and inform family members that other than bathroom stops everyone should stay together in the room to enjoy the movie together.

Lights off, press play and enjoy the movie!





Session 3

Positive parent involvement with schooling

There is clear evidence proving the importance of parent involvement in their child's schooling and learning. Parents can assist children towards school success by:

- Creating routines and stability.
- Encouraging reading.
- Helping children to be organised.
- Talking about school with their children.
- Communicating with school.
- Fostering independence and self-discipline.

Parents can also get involved with school via in-class volunteering, participating in school events, joining the school Parents & Citizens committee and other activities.

Strategies for supportive parenting

- Understand child development.
- Be a good role model.
- Provide positive attention.
- Teach emotional intelligence.
- Ensure a safe and secure environment.
- Develop a healthy, balanced lifestyle.

Using discipline effectively

Fairness, consistency and opportunities to learn are needed to make discipline effective. If children are frightened they cannot learn. Humiliation and

corporal punishment are not effective as these approaches do not teach children the right way to behave.

Using positive discipline with children involves giving encouragement and appropriate consequences, and includes the recognition that making mistakes is an entirely normal part of the learning process.

Discipline is most effective when parents:

- Plan ahead and are prepared to better manage stressful times.
- Provide activities for children to avoid boredom.
- Ignore minor misbehaviour.
- Negotiate with their children when children's requests are reasonable.
- Provide appropriate, consistent and fair consequences for misbehaviour; such as loss of privileges, asking a child to apologise, asking a child to go back and complete the task or action the right way.
- Use time out or grounding sparingly and only for the most serious misbehaviour.





Supporting children through common challenges

Parents should speak with the school principal, classroom teacher or school counsellor if their child has difficulties or if the family is experiencing hardship. Many local community welfare agencies and programs also exist to support children at school. Parents can use the internet, contact their local migrant resource centre, council or visit community centres or libraries to find details of helpful services and programs running in their community. Parents may also wish to utilise their family doctor or local community health centre to access referrals for specialist supports.

Bullying

Many children experience bullying at some point during their schooling. This can include:

- Verbal bullying such as name calling, teasing, threats or insults.
- Physical bullying. For example, hitting, scratching, tripping or spitting.
- Social bullying such as excluding or making inappropriate gestures.
- Psychological bullying which may include spreading rumours, destroying possessions or nasty text messages, amongst other things.

For further information on bullying and what to do when a child is being bullied visit <http://bullyingnoway.gov.au/>.

Family Focus Activity 3

Make a meal together

This activity promotes team work, communication and bonding between family members. It is a great way to get members of the family working with each other towards a common goal. Best of all, once you have made a meal together you get to share a meal together!

Materials required

Recipe or menu plan (access thousands of free recipes and menu plans online, use cookbooks or opt for a cultural specialty or traditional family meal).

Ingredients based on your chosen recipes.

Cooking utensils, kitchen and/or preparation space.

Cutlery and crockery to eat with.

Instructions

Involve all family members in making a decision about which recipe(s) to make.

Make a list of ingredients and source everything needed for your recipe. You may have all of the ingredients at home already, or you may need to go shopping.





Set aside adequate time to prepare your food, and plan in advance to give yourselves enough time to have meals ready before everyone gets too hungry. This is a process that should not be rushed.

Before you begin, explain to all family members the importance of following the recipe or instructions. Show them pictures of the meals if possible so that they can visualise what the family is working towards.

Assign tasks to each family member and make sure that children are given safe, age-appropriate jobs. No sharp knives or hot ovens for young ones! Remember to supervise children using utensils and electrical equipment.

Give clear and simple instructions. If needed, show children what you want them to do so they can copy you. Use praise as often as you can.

If young children become bored, give them another task, let them watch you instead or set them up with an alternative activity outside of the kitchen so that other family members can get on with the job. For example, write up the menu on a piece of blank paper and get them to colour it in and decorate it to go on the table.

Be patient. What is important in this activity is the process of working together.

Once food is prepared or in the oven involve all family members with tasks such as setting the table, packing away ingredients and washing pots and pans.

When the meal is ready for service, seat everyone at the table or in the same room. Take the time to praise all family members for their involvement. You might even like to take some photos of family members and your food creations.

While you are all enjoying your food you may wish to talk about the process. Ask your children which tasks they enjoyed the most, what recipes they might like to try next time, and what they learned. Give them lots of positive feedback and encouragement for a job well done.

Involve all members of the family in clearing the table and cleaning up after the meal.





Session 4

Transition to school

To facilitate a smooth transition for children into schooling, it is recommended that parents:

- Contact the school their child will attend. This may be the local school in their area, an out of area school where a space is available or an independent (private) school.
- Enrol the child before the new school year starts.
- Find out what day the child needs to start school.
- Attend the school orientation.
- Find out about and purchase the school uniform.
- Meet teachers at the school.
- Find out if there are community language teachers at the school and get to know them.
- Notify the school and principal if a child has allergies or medical conditions.
- Organise appropriate before or after school care, if needed.

Parents can also talk to their children about the school, visit the school, help children identify important locations within the school (such as the toilets and classrooms), try meeting with other parents and children attending the school and if needed, practice some words in English and important questions or ways to ask for help.

Extensive information on transition to school in NSW, and parent support booklets relevant to school readiness can be downloaded from <https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school>.

Building self-esteem

Promoting an understanding that mistakes are acceptable and an important part of the learning process can help children feel more positive when things don't go as planned. Parents can also encourage positive self-esteem in their children by teaching children to think and talk positively about themselves, and helping their children to identify things that they are good at and enjoy doing.

Providing lots support to children, praising them when they do well, and celebrating 'small wins' can help build self-esteem, as can maintaining a healthy lifestyle. Most importantly parents can model behaviour that fosters confidence and a good self-image, teaching children to appreciate differences, maintain a positive frame of mind and be gentle with themselves.

Resilience

Resilience can be encouraged when parents:

- Set a good example via parent role modelling.
- Give children an opportunity to participate in a broad range of activities.
- Have high, but appropriate expectations.
- Provide lots of positive attention via strategies such as praise and spending time together as a family.
- Assist children to be organised.
- Ensure a safe and positive home environment.
- Build a strong parent-child relationship.
- Prepare ahead for challenging times to minimise difficulties or make transitions smoother.
- Make time for rest, relaxation and appreciation of life.
- Encourage positivity.





Emotional Intelligence

Supporting children to develop emotional intelligence also enhances resilience. This involves parents modelling appropriate emotional responses and accepting that whilst some behaviours are undesirable, all emotions are normal and acceptable.

Teaching emotional intelligence involves identifying a child's emotion at a low-level of intensity, naming the emotion and helping children to label their own emotions, acknowledging the emotion, providing understanding and empathy. This approach also involves supporting children to problem solve rather than always solving problems for children.

Learning to ask for help

Teaching children to ask for help when they need assistance or when they are in trouble is vital to resilience. Parents can develop this skill by helping children identify five trusted adults who they can approach if they need help and ensuring that children know how to contact these adults. Parents can also use strategies such as role playing to give children an opportunity to practice asking for help.

Assessments

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is conducted each year across Australia as an assessment for students in Years 3, 5, 7 and 9. NAPLAN tests skills such as reading, writing, spelling and numeracy. NAPLAN is a measure of progress only.

HSC

The Higher School Certificate is a NSW-based assessment available to all students completing year twelve. There is an equivalent assessment in each state. The HSC reports student achievement in individual subjects, relative to a standard set within that subject. The HSC mark is determined in part by school-based assessment and in part by the HSC examinations.

ATAR

The Australian Tertiary Admission Rank (ATAR) is a rank - not a mark - for students wishing to gain a place at a university. It provides information about how students perform in comparison to other students, and is used by universities as part of their selection process.

Alternative pathways

Parents play an important role in supporting the transition out of high school. There are many options for children beyond school:

- University (including deferring university).
- Traineeships.
- TAFE and colleges.
- Work and volunteering.

Parents are encouraged to remember that children have their own ambitions that may differ from those of their parents. Children are more likely to succeed and be motivated if they are pursuing a path that they have chosen themselves.





第三部分：家长讲义翻译版本 英语资料

第一节：家长讲义

在澳就读中小学

澳大利亚的中小学旨在培养成功的学生，使他们的思维具有创造性、逻辑性和战略性，他们包容、乐观、负责、自知，能够自主管理情绪和行为。澳大利亚教育体制的主要特点是：推动终生学习、开设多种课程、创造各种途径通向成功、以学生为中心的教学学习模式、全方位评估的方法等。

澳大利亚学校包括：

- 幼儿园
- 小学
- 初中
- 高中

孩子的性格（个性、社交技巧、智商和其它因素）、父母的性格（教养方式、家庭关系状况和其它）以及社区特点（社区服务及其与区内家庭之间的关系）影响他们适应学校的能力。

小学

目前新南威尔士州的小学课程分成不同学习阶段：

- 早期阶段 1：幼儿园
- 第一阶段 1：一年级和二年级

- 第二阶段 2：三年级和四年级

- 第三阶段 3：五年级和六年级

小学学生学习英语、数学、创艺、人类社会及其环境、科学技术、个人成长、生理卫生、体育。

除了课程本身，小学教育强调现代的重要课题和一般能力，因为学生们要在21世纪顺利地生活和工作。这些内容包括：信息技术、批判性与创造性思考、个人能力与社交能力以及道德认知。课程中很多重要课题不能从书本和高强度学习中获得，而是从参与体育活动、艺术、音乐和社会经验中培养的。

对学生们的期望是什么？

学生们应当具有：

- 适当的社交与沟通技巧；
- 参与并为课堂和学校环境作出贡献的能力；
- 理解并尊重多元文化；
- 身体健康与发育良好；
- 解决问题的技能与良好的韧性；
- 有能力配合学校规定、有能力与老师和同学共处；
- 个人的责任心和自我领导能力；
- 决策能力。





第三部分：家长讲义翻译版本 英语资料

父母的期望：

父母的期望要实际、与年龄相符并且与孩子上澳大利亚学校的经历相关。父母的期望应当建立在下列基础上：

- 父母自身的期望；
- 其他父母对孩子的期望；
- 学校对孩子的期望；
- 孩子对自己的期望；
- 父母期望孩子应有的行为，而自身树立楷模的能力。

如果父母对他们的孩子期望太高或者期望他们完美，那么问题就会发生。没有人是完美的。父母或孩子期望完美可能导致失望与冲突。

父母如果感到不了解对孩子应该有什么期望，或者对期望太高感到担心，那么应当找孩子的学校，寻求适当的支持和指导。

父母的权利与义务包括：

- 确保孩子们每天上学，上学前和放学后进行适当的监管；
- 让孩子们有充足的休息、充分自由的时间/玩耍时间，来帮助他们身体和社交方面的成长；
- 为孩子提供安全的环境，免受暴力和虐待的侵犯，要理解纪律管束与虐待孩子的区别；

待的侵犯，要理解纪律管束与虐待孩子的区别；

- 孩子进入学校后，需遵守学校所有规定、条例和指南以及校长的指示；
- 父母有任何问题都可以与班主任或校长沟通；
- 参与、参加孩子的学校教育。

小学中的重要人事

- 校长 – 对整个学校负责；
- 副校长 – 负责学校的日常管理、对所有师生的身心健康负责；
- 班主任 – 负责孩子在学校中的学习和成长；
- ESL教师（英语第二外语）– 帮助那些来自非英语背景的学生学习；
- 学校心理辅导员 – 为有需要的学生提供咨询帮助或进行心理评估；
- 家长居民委员会 – 由家长、监护人和居民组成，他们在学校里开展活动，包括政策的制定，为学校筹募资金等。

为了与学校沟通，家长们最好首先与班主任预约见面时间。有关行政事宜，可以和校办公室工作人员商讨，校办公室通常在学校的正门入口处。也可以预约心理辅导员或校长洽谈您所关心的事宜。如果





第三部分：家长讲义翻译版本 英语资料

您需要翻译，可联系翻译服务处(TIS)，电话：131 450。

精英学校和英才班

精英学校和英才班是特殊教育的一部分，旨在为天资聪颖的学生提供一个适当挑战的学习环境。

某些公立小学为第5年和第6年的学生开设英才班，他们是学习成绩优良、学习上很有天赋的学生。在新南威尔士州，进入英才班，学生需要参加入学考试。

要进入新南威尔士州的精英高中，要根据学生在学校的表现和每年举行的精英高中入学考试成绩，来录取学习成绩优异的学生。

家庭重要活动1

家庭活动安排

每个家庭都会经常参加很多会议、约谈和活动。上学期间还会有很多旅行、运动会、嘉年华、考试和特殊活动等。

建立一个系统，比如家庭活动表来记住这些重要的日子，能帮助各个家庭更有效地运作。它能帮助家长更了解孩子的主要活动，这些活动可能带来压力（例如大型考试），或者可能需要特殊的规划和准备。（例如完成一项美术课项目）

做好这项工作，制定清晰的家庭活动日程表，可以帮助家人之间的互相沟通与协调，确保每个成员得到帮助、提前准备。

需要的材料

布告板

绳子

图钉或大头针

一叠白纸或者小白板

钢笔

白板马克笔和白板擦

空白格较大的日历





第三部分：家长讲义翻译版本 英语资料

说明

- 1 建立沟通的空间：用绳子、图钉或大头针将一叠白纸或一个小白板固定到布告板上。用胶布将一些绳子缠绕在钢笔的一端（如果您已经固定了一张白纸的话）或缠绕在马克笔的一端（如果您已经固定了小白板的话），将绳子的另一端固定到布告板上。在这里，家庭活动的组织者就可以写下电话留言、最新信息或是给其他成员留下短信。
- 2 重要电话号码：列一个重要电话号码清单，贴在布告板的固定位置上。号码要有：
 - 紧急号码（000）
 - 医生和牙医的电话号码
 - 家长的工作电话
 - 紧急情况下的联系人号码
 - 孩子朋友的姓名和电话
 - 学校办公室的电话
- 3 日历部分 - 将一个日历固定在布告板上。确保家人写下会议、约见、放学后活动、旅行、聚会和其他重要日期等重要信息。
- 4 每月的家庭会议 - 每月的月初举办一次家庭会议。集中所有的学校注意事项、新闻、日程安排、家长日记和其他重要

信息。花点时间讨论每个家人下个月和上个月的活动，将所有重要日期写进日历中。与孩子们谈论即将举行的活动。要考虑的问题包括：

- 在迎接重要日期到来的时候，孩子需要帮助吗？
- 有没有一段时间某个成员事情太多，可能需要一些额外的帮助？
- 根据日历，家人是否有足够的时间休息和娱乐？
- 是否有一些不重要的活动可以从日程表上取消，从而减轻压力和时间的紧迫？

要保证每周检查日历，在下一周开始前和孩子讨论即将到来的日程安排。这样能帮助您监督他们的活动，确保他们不会超负荷，帮助他们在精神上提前准备。





第三部分：家长讲义翻译版本 英语资料

第二节 家长讲义

孩子的成长

每个孩子都会在身体上、情感上和智力等方面，经历从出生到成人的成长过程。开始上学是这个过程中的重要阶段。

大脑的发育

小孩在思考和推理方面的能力有限。他们不能将其感觉、想法和行为结合起来。他们的大脑对经历非常敏感。早期的经历与环境对孩子大脑的发育有非常强大的影响。与父母、兄弟姐妹、祖父母和朋友之间的积极互动，可以帮助小孩学习走路、说话、管理他们的行为和情绪、分享和解决问题。这些帮助包括：

- 安全的环境，孩子们可以无忧无虑地学习与探索；
- 为孩子创造很多机会去重复和实践新技能，这样帮助他们加深大脑内部的联系；
- 定期玩耍；
- 说话和互动；
- 称赞和积极的鼓励；
- 当他们体验新经历的时候给予支持；
- 切合实际的期望，包括让孩子以他们自己的节奏取得进步。



社交和情感上的成长

孩子特别需要在以下方面得到支持：

- 自我意识，包括他们自己身份的意识、信心和对自身感受的理解；
- 社会意识，欣赏人与人之间的差异，尊重、包容和理解其他人。
- 自我管理，一种管理和调节情绪、设定和完成目标、有效使用时间的能力；
- 负责地做出决定，包括明智地选择并理解其公平性；
- 人际关系技能例如：沟通、倾听、合作、分享、交朋友和解决纠纷。





第三部分：家长讲义翻译版本 英语资料

社交和情绪的成长和大脑的发育一样，对成功人生的意义重大而且必不可少。这类成长很大程度上取决于一个孩子的经历和孩子的人际关系。家长适当的行为榜样和反应是促进孩子们社交和情绪成长的重要因素之一。

生理发育

良好的生理发育是由以下方面促成：

- 健康的饮食习惯；
- 体育活动和娱乐；
- 良好的睡眠习惯、充分的休息。

如果孩子遭受创伤和毒品引起的压力，那么发育可能中断。发育中断对今后的学习和成功造成很大的影响。

创伤的类型

创伤可能严重干扰孩子学习常规和学习进程，这可能来自很多方面：

- 虐待孩子（身体虐待、性虐待、忽视、情感虐待或遭受家庭暴力）；
- 体罚和羞辱。这会导致学习成绩不好、精神健康问题甚至吸毒；

假如学校员工怀疑孩子受到虐待、家庭暴力或体罚的话，他们有责任通知相关部门，报告是强制性的。

压力

哈佛大学研究中心发现孩子的成长有三种压力：

- 正面压力，这是生活的正常组成部份；
- 可容忍压力，它可以通过家长和家庭的支持加以克服；
- 有害压力，这是当孩子遭受频繁、重大、持续的问题所产生的压力，例如虐待或家庭暴力，而孩子得不到大人的帮助。这种慢性的压力会中断孩子的大脑及其他系统的发育；

孩子可能会通过以下方式表现压力：冒险、发泄、好斗性或破坏性、哭泣、身体或精神上退缩、采取孩子气的行为、或者不愿意参加家庭和学校活动。当然还有其它方面的问题。

帮助孩子应对压力

家长可以通过以下方式帮助孩子应对压力：

- 定期与孩子们一起共度平和而休闲的时间；
- 倾听孩子讲话，鼓励他们讲出感受和担心（这样就可以减少恐惧和担心）；
- 鼓励孩子过健康的生活（良好的饮食习惯、多锻炼、多睡觉）；





第三部分：家长讲义翻译版本 英语资料

- 避免对孩子过于严厉或消极否定；
- 为孩子提供安全且能促进其成长的家庭生活；
- 尽可能经常地鼓励和表扬孩子；
- 对孩子的活动表现积极的兴趣；
- 监督孩子接触媒体和科技（产品）；
- 避免把孩子的日程安排得过度紧凑，保证他们有充足的自由玩耍时间和休闲时间；
- 避免对孩子有不切实际的期望。

促进孩子积极的精神健康

孩子需要和成年人建立并培养亲密安全的关系，并且至少与一个家长建立积极的关系。具有与社区或学校相互连接的意识，也有助于保持良好的精神健康，参与社交和朋友圈也能保持良好的精神健康。家长还能帮助孩子追求积极的个人成就，而不仅仅是学业上的成功。

保证家庭环境的开放与易于沟通是很重要的。如果能鼓励孩子与父母谈论自己担心的问题，他们一般都会那么做，这样也给家长一个宝贵的机会，尽早发现孩子的问题。

获得帮助

如果压力或精神健康有问题，那么家长应该为孩子寻求专业帮助。与学校心理辅导员或家庭医生沟通，他们可以为家长推荐专业的服务人员。社区健康中心也提供免费的儿童与家庭咨询、评估和精神健康服务。





家庭重要活动2

家庭电影之夜

一家人在一起度过休闲时光是家庭生活的一个重要组成部分，但是有些事情孩子们不会经常和家长一起做，尤其是当他们长大的时候。有时候大家聚在同一间屋里是一种挑战。

这种活动不容易，尤其对那些刚度过烦琐一周的家庭或者他们正在闹矛盾的时候。而看电影不需要太多沟通，而是聚在一起休闲。



第三部分：家长讲义翻译版本 英语资料

需要的材料

家庭电影（主流电视频道通常在周五或周六晚上放映家庭电影。电影还可以租或者下载。你们还可以去电影院）。

零食（水果、玉米花、饮料或特别的安排）。

一个合适的地方，所有家人可以聚在一起看电影。

说明

选一个晚上大家都在家并且大家都有空。如果孩子能按时睡觉那么孩子上学期间的晚上也可以。

让家人提前几天知道要举行家庭电影之夜以及什么时间举行。这就给每人一个机会期待大家在一起。

家庭电影之夜应该在饭后进行，这样就不会饥肠辘辘。

家庭电影之夜禁止使用手机和平板电脑。

前一天晚上提前通知所有成员家庭电影之夜举行的时间。

在定好的时间大家聚在一起，除上厕所之外，大家应该聚在一间房里欣赏电影。

关灯、按下播放键观看电影。





第三部分：家长讲义翻译版本 英语资料

第三节 家长讲义

家长积极参与学校教育

明确的证据显示家长参与孩子的学校教育和学习的重要性。家长可以通过以下方面帮助孩子成功：

- 建立稳定的日常作息习惯；
- 鼓励孩子阅读；
- 帮助孩子有条理；
- 和孩子讨论学校的事情；
- 与学校沟通；
- 培养他们自立和自律。

家长还可以通过作为义工来参与学校教育和活动、参加学校家长居民委员会和学校其他事务。

亲子教育的策略：

- 理解孩子的成长；
- 成为良好的楷模；
- 提供积极的关注；
- 培养情商；
- 保证环境安全；
- 培育健康而平衡的生活方式。

采取有效的纪律约束

公平、一致并给予学习的机会才能有效贯彻纪律。如果孩子害怕，他们就不能学习。羞辱和体罚是没有效果的，因为这些方法不能教会孩子正确的行为方式。

对孩子采取正面的纪律约束包括：给予鼓励和承担适当的后果，包括认识到犯错误是学习过程中正常的组成部分。

当家长进行如下行为时纪律约束最为有效：

- 提前计划，准备更好地处理压力时段；
- 为孩子提供各种活动避免无聊；
- 忽略小的不当举止；
- 当孩子的请求合理时与孩子协商；
- 对孩子的错误行为采用适当、一贯而公平的方法处理，例如取消特权、要求孩子道歉、要求孩子回来完成任务或正确地做某事；
- 少许采用面壁或关禁闭手段，而且仅适用于最严重的犯错。





第三部分：家长讲义翻译版本 英语资料

帮助孩子通过普通的挑战

如果孩子有困难或家庭经历困难，那么家长应该同校长、班主任或学校心理辅导员讲。很多当地社区福利机构和项目也帮助在校学习的孩子。家长可以利用互联网联系当地的移民资源中心、管理委员会或访问社区中心或图书馆，查找具体的有用服务和社区里进行的各种项目。家长还可以利用家庭医生或社区健康中心来推荐专业的服务。

欺凌

很多孩子在上学时的某些时段经历过被人欺负，这些包括：

- 口头欺负例如骂人、戏弄、威胁或污辱；
- 身体上的欺负，例如打人、抓人、绊人或吐痰；
- 社交欺凌，例如排斥在外或做不合适的手势；
- 心理欺凌，可以包括传谣言、破坏其财产或恶心的短信，还有其他东西。

具体关于欺凌的信息以及当孩子受到欺凌时如何做请看：<http://bullyingnoway.gov.au/>

家庭重要活动 3

一起做饭

该活动促进家人间的团队合作、交流和亲密关系。这是家人一起为共同目标合作的很好方法。最好的方法是一起做完饭以后，你们一起分享这顿饭。

所需要的材料

菜谱或菜单（在网上查找上千种免费的菜谱和菜单，用烹调书或选择具有文化特质或传统家庭菜）。

根据选择的菜谱来选配料；

厨具、厨房和/或准备烹调的地方；

餐具。

说明

所有家人一起参与决定选择哪个菜谱；

列出配料清单以及菜谱上需要的东西。家里可能都有这些配料，也可能需要采购。

留出足够的时间准备食物，在大家肚子太饿之前，要提前计划预留足够的时间准备饭菜。这一过程不应当匆忙。





第三部分：家长讲义翻译版本 英语资料

在你开始做饭之前，向家人解释根据菜谱或说明进行操作的重要性。如果可能给他们看一下饭菜的图片，这样他们就能看到一家人一起合作的成果。

给每个家人安排工作，并确保孩子们分配的工作安全、符合年龄特点。小孩不要接触尖利的刀或热烤箱。记住要监督孩子使用厨具和电器。

说明需要简单明了。如果需要，给孩子们做示范，让他们可以跟你学，尽可能经常地表扬他们。

如果小孩觉得无聊，就给他们另外一项工作，让他们看你做或者给他们安排厨房意外的活动，这样其他的家人才能继续工作。例如，在白纸上写下菜谱，让孩子们在桌子上画颜色、进行装饰。

要有耐心，这项活动重要的一点是一起合作的过程。

当食物准备好或放进烤箱时，每个家人都要参与摆桌、收拾调料、清洗碗盘等工作。

但饭菜准备好的时候，大家都要在桌前就座或同一间屋就座。找时间表扬所有参与工作的家人，您还有可能希望为大家或所做的食物拍一些照片。

当大家品尝美食的时候，您可能希望谈论做饭的步骤。询问孩子他们最喜欢哪个工作，他们希望下次尝试哪个菜谱以及他们从中学到了什么。给他们许多正面的反馈并鼓励他们做好工作。

就餐后让所有家人一起参与清理工作。





第三部分：家长讲义翻译版本 英语资料

第四节

家长讲义

适应学校生活的转变

为了使孩子们顺利适应学校环境，建议家长：

- 和学校联系，学校一般为所住地区的公立学校，也可以是有区外但有名额的学校，或者是私立学校；
- 在新学年开始之前给孩子办理入学手续；
- 确认孩子开始上学的日期；
- 参加学校迎新情况介绍会；
- 查询校服信息并购买校服；
- 在学校与老师约见；
- 看学校是否有社区语言教师并认识他们；
- 如果孩子有过敏或有病，一定要通知学校和校长；
- 如果需要的话，上学前或放学后为孩子安排适当的照料。

家长还可以同孩子谈论学校、参观学校，帮助孩子找到学校里的一个重要位置（例如厕所和教室）。尽量与其他同时入学的孩子和他们的家长接触沟通。如有需要，用英语练习某些单词和重要问题或求助的方式。

网站上也有很多关于新南威尔士州学校的具体信息，也有为孩子做好入学准备的家长手册，这些都可以从<https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school> 上下载。

建立自尊

要让孩子明白错误是可以接受的，犯错误是学习过程的一个重要部分。这样可以帮助孩子在遭遇事件时可以镇定自若，从容应对。家长亦可以通过教育孩子正面地思考和谈论他们自己来鼓励孩子的自尊心，并帮助孩子发现他们擅长和喜欢做的事情。

为孩子们提供帮助，及时表扬，并且庆祝‘小小的胜利’以帮助孩子建立自尊，保持健康的生活方式。最重要的是，教育孩子理解差异，保持积极的想法，善待自己。

韧性

家长做到以下几点可以鼓励孩子的韧性：

- 通过父母自身树立楷模；
- 给孩子机会参与各种活动；
- 有较高但适当的期望；
- 通过各种策略如表扬以及与一家人共度时光，对孩子很多积极的关注；
- 帮助孩子做到有条理；
- 确保安全、正面的家庭环境；





第三部分：家长讲义翻译版本 英语资料

- 建立强大的父母子女关系；
- 事先准备挑战，以减小困难或顺利过渡学校教育；
- 有时间休息、休闲和享受生活；
- 鼓励积极性。

情商

帮助孩子发展情商也会提高孩子的韧性；包括家长的榜样，适当的情绪反应，接受某些不对的行为，所有情绪都是正常的、可以接受的。

情商教育包括发现孩子情绪低落、列举情绪、帮助孩子注明情绪、了解情绪，表示理解和同情；还包括帮助孩子自己解决问题，而不是总是为孩子解决问题。

学习寻求帮助

教育孩子在需要帮助的时候或处于困难的时候寻求帮助，这也对韧性的培养非常重要。家长可以培养孩子此技能：即如果孩子需要帮助，家长可以帮助孩子找到5个可以信任的成年人，并确保孩子知道如何联系到这些成年人。家长还可以采用诸如角色扮演这样的策略，给孩子机会练习寻求帮助。

考核

NAPLAN

每年全澳大利亚举行“全国语文及数学考核”（NAPLAN），参加考核的是三年级、五年级、七年级和九年级学生。作为衡量进步的尺度，NAPLAN用以测试学生的读、写、拼、算等技能。

HSC

《高中毕业证书》是新南威尔士州的考核，适用于所有第12年级完成学业的学生。每个州都有等同的考核。HSC注明了学生各学科的成绩，该成绩是相对各科的标准设置而定的。HSC的成绩有两部分组成，分别是学校的评定和HSC考试成绩，各占百分之五十。

ATAR

澳大利亚大学入学排名是一个排名而不是分数，这是为希望进入大学深造的学生设定的，就这些学生的学业表现进行比较排名，为大学选择学生提供依据。



第三部分：家长讲义翻译版本 英语资料

其他途径

孩子在高中毕业后有很多选择，家长在帮助孩子作出这些选择时可以发挥重要的作用：

- 大学（包括推迟入学）
- 学徒计划
- 职业培训如TAFE或其它学院
- 就业或担任志愿工作

家长应该明白孩子们有自己的志向，可能和父母并不一样。如果孩子能走自己选择的道路，他们更有可能取得成功。

简体中文资料

越南语资料

阿拉伯语资料

韩语资料





파트 C
학부모 안내서 -
번역본 안내서 -
한국어

세션 1

학부모 안내서

호주에서의 학교

교육

호주의 학교 교육은 창의력, 논리성 및 사고력을 활용하여 포용력이 있고 긍정적이며 책임감 및 자기 인식을 잘 하고, 자신의 감정과 행동을 스스로 조절할 수 있는 성공적인 학습자 양성에 목표를 두고 있습니다. 호주 교육 시스템의 주요 특징은 평생 교육의 증진, 성공을 이끄는 다양한 진로 선택을 위한 다양한 교과 과목 학습, 학습자 위주의 학습 방법 및 다양한 평가 방법입니다.

호주 학교 시스템에는 다음이 포함됩니다:

- 프리스쿨
- 초등학교
- 중학교
- 고등학교

학교에 대한 적응력은 학생의 특징 (성격, 사교성, 지능 및 기타 요인), 학부모의 특징 (자녀교육 방법, 결혼/이혼/별거 등, 기타 요인 등) 및 지역사회의 특징 (지역사회에서 제공되는 서비스 및 이러한 서비스에 대한 가족의 접근 및 활용) 에 따라 달라집니다.

초등학교

NSW의 초등학교는 현재 다음과 같은 단계별 교육과정을 따르고 있습니다.



- 초기 단계 1:유치원
- 단계 1: 1 & 2학년
- 단계 2: 3 & 4학년
- 단계 3: 5 & 6학년

초등학교 학생들은 영어, 수학, 창조 예술, 인간 사회 및 환경, 과학 및 테크놀로지, 개인 발달 및 체육 과목을 공부합니다.

과목에 기반한 교육 과정 이외에도, 학생들이 21 세기에 잘 준비된 사람으로 성공적으로 생활하 고 일할 수 있도록 초등학교 교육에서는 주요 시 사적인 주제 및 일반적인 능력 향상을 다루기도 합니다. 여기에는 정보기술,

비판적/창조적 사고 력, 개인 및 사회적 역량 및 윤리적 이해 등이 포 함됩니다. 교육과정의 주요한 주제는 단순히 교 과서 및 집중적인 공부를 통해서 학습되는 것이 아니며, 스포츠, 예술, 음악 및 사회적인 경험을 통해 개발되는 것입니다.

학생들은 어떤 자세와 태도를 가지고 있어야 하 나요?

학생들은:

- 적절한 사회성과 의사소통 능력.
- 교실과 학교 환경에 참여하고 기여할 수 있는 능력.
- 문화적 다양성에 대한 이해와 존중.
- 적절한 신체적 건강과 건전한 발달.
- 좋은 문제 해결력과 회복력



파트 C
학부모 안내서 -
번역본 안내서 -
한국어

- 학교 교칙에 따르고, 교사와 다른 학생들과 협력할 수 있는 능력.
- 자기 책임성 및 통솔력
- 의사 결정을 내릴 수 있는 능력.

학부모의 기대치

학부모의 기대치는 호주 학교에 다니는 자녀의 연령과 경험에 맞게 현실적이어야 합니다. 학부모님들은 다음과 같은 사항을 고려해서 자신의 기대치를 맞춰야 합니다:

- 자녀에 대한 부모님 자신의 기대 수준
- 자녀에 대한 다른 부모님들의 기대수준.
- 자녀에 대한 학교의 기대수준.
- 부모님 자신이 본인 스스로에 대해 가지는 기대
- 부모님이 자신의 자녀에게 바라는 행동의 본 모습을 보여줄 수 있는 부모님의 능력

부모님의 자녀에 대한 기대치가 너무 높거나, 그들이 완벽할 것을 기대할 경우, 문제가 발생합니다. 어느 누구도 완벽하지 않습니다. 하지만 부모 또는 자녀가 완벽하기를 기대하게 되면 결과적으로 실망도 크게 되고 갈등도 겪게 됩니다.

적절한 기대 수준이 어느 정도인지를 이해하기

어렵거나 자신의 기대수준이 너무 높지 않은지 염려가 되는 부모님들은 자녀의 학교에 연락해 서 상담하시기 바랍니다.

학부모님들의 권리와 책임

다음과 같습니다:

- 자녀가 매일 학교에 출석하고, 방과 후후에 적절한 지도와 보호를 받도록 합니다.
- 자녀의 신체적 및 사회적 발달을 돕기 위해 충분한 휴식과 자유시간을 주도록 합니다.
- 폭력과 학대가 없는 안전한 환경을 자녀에게 제공합니다. 그리고 훈육과 아동학대의 차이를 이해합니다.
- 모든 관련 학교 교칙, 절차 및 지침에 따르고, 학교를 방문할 시에는 학교 방문자에 관한 교칙에 따릅니다.
- 문제나 염려되는 사항이 있을 경우,

교사나 교장에게 알립니다.

- 자녀의 학교 교육에 관여하고 참여하시기 바랍니다.

초등학교 내의 주요 교직원 및 관계자의 역할

- 교장 – 전체 학교 경영에 대한 전반적인 책임
- 교감 – 일상적인 학교 운영과 교사 및 학생들의 복지에 대한 책임.
- 일반 교사 – 학생들의 교육과 복지에 대한 책임
- ESL 교사 (제2 언어로서의 영어) – 비영어권 출신의 학생들을 지원.
- 상담교사 – 특별한 도움이 필요한 학생들에게 상담과 심리적 평가 제공
- 학부모 & 일반시민 (P & C) 협회/위원회 – 교칙 개발 및 기금 마련을 포함한 교내 활동을



파트 C
학부모 안내서 -
번역본 안내서 -
한국어

벌이는 학부모, 보호자 및 일반 지역주민들
의 모임

학교와 의사 소통을 하는 가장 좋은 방법은 우선
자녀의 해당 교사와 직접 상담을 하거나, 미팅 예
약을 하는 것입니다. 학교 행정상의 문제는 학교
건물 입구에 주로 위치해있는 학교 행정 사무실
에서 직원에게 문의하는 것이 좋습니다. 학교 상
담교사나 교장과도 미팅 예약을 할 수 있습니다.
통역 서비스가 필요하다면, 번역 및 통역 서비스
(TIS) 131 450번으로 전화하시기 바랍니다.

**선택티브 학교 (Selective schools) and 오퍼튜너
티 클래스 (Opportunity classes)**

선택티브 학교 및 오퍼튜너티 클래스는 특별 교
육 프로그램의 일환으로서, 특별한 재능과 남다
른 기량을 가진 학생들을 위해 그에 맞는 보다 상
급 학습 환경을 제공하기 위한 것입니다.

오퍼튜너티 클래스는 일부 공립 초등학교에서 5
학년과 6학년을 상대로 실시하는 것으로서, 뛰
어난 학업 성적을 보이고, 남다른 기량을 보이는
학생들이 대상입니다. NSW에서는, Opportunity
Class Placement Test라는 특별 배정 테스트를 통
해 이러한 특별 기회 학급에 참여할 기회가 주어
집니다.

(NSW)선택티브 고등학교 입학은 학생들의 학교
성적 및 매년 이루어지는 Selective High Schools

가족이 함께
하는 활동 1

Placement Test (선택티브 고등학교 입학 시험)의
결과에 따라 결정됩니다.

가족 일정표 (Family Organiser) 만들기

가족들은 다양한 행사, 모임, 예약 및 활동들을 하게 됩니다. 자녀가 학생인 경우, 가족 행사에는 다양한 학교 견학 행사, 스포츠일, 축제 (카니발), 시험 및 특별 행사들도 더해집니다.

중요한 행사나 일정을 한눈에 확인할 수 있는 하나의 시스템을 만들어두면, 가족 생활이 좀 더 순조롭게 이루어질 수 있습니다. 이러한 가족 일정 표는 자녀의 일정 중 스트레스를 받을만한 중대한 행사 (이를테면, 학기말 고사)나 특별한 준비와 계획이 필요한 과제들 (이를테면, 대규모 미술 작품 완성)의 제출일을

부모님들이 미리 알아두는데 도움이됩니다.

이 가족 일정표는 가족들이 서로의 일정에 대해 알고 맞춰나가면서, 모든 가족 구성원들이 매일, 주간 그리고 월간 계획들을 함께 준비할 수 있도록 도와줍니다.

필요한 준비물

알림판

줄

블루텍이나 핀

노트패드나 작은 화이트보드

펜





파트 C
학부모 안내서 -
번역본 안내서 -
한국어

화이트보드 마커 및 지우개

빈공간이 많은달력

방법

1. **커뮤니케이션 공간을 만드세요** – 줄, 블루텍 혹은 핀을 사용해서 노트패드나 작은 화이트보드를 알림판에 부착하세요. 테이프를 사용해서 줄 한쪽끝에 펜 (노트패드를 알림판에 부착한 경우)이나 화이트보드 마커 (작은 화이트보드를 알림판에 부착한 경우)를 달아두세요. 줄의 다른쪽 끝은 알림판에 붙이세요. 가족 일정표의 이 부분은 전화번호, 급한 사항 및 간단한 메모를 남기는데 사용하세요.

2. **주요 전화번호** – 주요 전화번호 목록을 만들어서 알림판에 붙여둡니다. 이 목록에 포함될 번호는:

- 응급 전화(000)
- 의사 및 치과 의사 번호
- 부모님의 직장 번호
- 응급사태시 전화해야 할 사람들의 번호
- 자녀의 친구들의 이름과 전화번호
- 학교 사무실 번호

3. **달력**– 달력을 알림판에 부착하세요. 가족 모

두가 자신들의 중요 모임, 약속, 방과후 활동, 학교 견학, 파티 및 기타 중요 날짜를 다 적어두게 하세요.

4. 매월 가족 모임— 매달 초에 가족 미팅을 하세요. 학교 통지물, 소식지, 달력, 부모님 수첩 및 기타 중요한 정보를 다 준비해서 서로 알려 주세요. 가족 개개인의 월간 계획과 주요 활동들에 대해 서로 알리고 상의하는 좋은 시간이 됩니다. 이때 중요한 날짜는 달력에다 기입하고 앞으로 다가 오는 행사와 활동에 대해 자녀들과 이야기를 나누세요. 이때 다음 사항을 고려해보세요

- 자녀의 주요 행사들 준비에 부모님의 도움이 필요한가요?

- 가족 중 누군가에게 특히 바쁘거나 힘든 주가 있어서 그 주에 도움이 더필요한가요?
- 모든 가족이 휴식을 취하고 마음껏 놀 수 있는 충분한 시간이 있나요?
- 스트레스를 줄이고 시간적 여유를 갖기 위해 생략할 수도 있는 불필요한 활동이 있나요??

매주 달력을 확인하고, 매주 시작 전 다가오는 주에 있을 행사에 대해 자녀와 이야기를 나누세요. 그렇게되면 자녀의 활동을 모니터할 수 있고, 다가올 일정에 대해 자녀가 미리 정신적으로 준비할 수 있도록 도와줄 수 있게 됩니다.





파트 C
학부모 안내서 -
번역본 안내서 -
한국어

- 현실적인 기대감 - 자녀가 자신의 속도대로 발달할 수 있도록 도와주기

세션 2

학부모 안내서

아동 발달

아동 발달은 성인으로 되기 위해 신체적으로, 정서적으로 그리고 지적으로 이루어져야 할 발달 과정을 말합니다. 취학은 아동 발달에 있어서 중요한 단계입니다.

두뇌 발달

어린이들은 사고력과 논리력이 제한적이어서 자신의 감정과 사고와 행동을 연결할 수 없습니다. 아이들의 뇌는 경험에 매우 민감해서 초기 경험과 환경은 아동의 뇌 발달에 강한 영향을 미칩니다. 엄마, 아빠, 형제들, 조부모님과 친구들과의 긍정적인 상호작용을 통해 어린 아이들은 걷고, 말하고, 자신의 행동과 감정을 통제하고 문제를 해결하게 됩니다. 자녀들의 두뇌 발달에는 다음이 도움이 됩니다:

- 두려움없이 배우고 체험할 수 있는 안전하고 신뢰할 수 있는 환경을 제공
- 반복적으로 새로운 기술을 연습할 수 있는 다양한 기회를 제공
- 정기적인 놀이
- 자녀와 이야기를 나누고 놀아주기.
- 칭찬과 긍정적인 격려
- 새로운 경험을 시도하는 것을 격려

특히, 다음의 발달에 대해서 자녀를 도와 주십시오:

- 자의식 – 자아 정체성, 자신감 및 자신의 감정에 대한 이해
- 사회적 의식 – 개인들의 차이점 인식, 존중, 관용 및 타인에 대한 이해심
- 자기 관리 – 감정 관리 및 통제력, 목표의 설정 및 완수, 효과적 시간 관리능력
- 책임있는 의사 결정 – 현명한 선택 및 공정성에 대한 이해
- 대인관계 능력 – 의사 소통, 남의 의견 경청, 협력, 공유, 친구 사귀기 및 분쟁 조정.

사회적 및 감정적인 발달은 두뇌 발달 만큼이나 인생의 성공을 좌우하는 중요한 발달입니다. 이



사회적 및 감정적 발달





파트 C
학부모 안내서 -
번역본 안내서 -
한국어

러한 종류의 발달은 자녀의 체험과 대인관계에 의해 주로 좌우됩니다. 부모의 적절한 행동 본보기 및 대응이 아동의 사회성 및 정서적인 발달에 가장 중요한 영향을 미치는 요인입니다.

신체적인 발달

건강한 신체적 발달은 다음에 의해 이루어집니다:

- 건강한 식습관
- 신체활동과 레크리에이션
- 건강한 수면 습관과 충분한 휴식

자녀가 트라우마와 심한 스트레스에 경험하게 되면 발달은 저해될 수 있습니다. 저해된 발달은 자녀가 학교에서 성공적으로 교육을 받는 것에 큰 영향을 미칠 수 있습니다.

트라우마의 종류

트라우마는 자녀의 학교 일정과 학습 과정을 심각하게 저해할 수 있습니다. 이러한 트라우마는 다음과 같은 경험 때문에 발생할 수 있습니다:

- 아동 학대 (신체적 학대, 성적 학대, 무관심, 감정적 학대 혹은 가정 폭력에의 노출)
- 체벌 및 모욕. 이것은 낮은 학업 성취율 및 낮은 학업에 대한 관심, 정신건강 문제 및 심지어는 마약 중독으로 이어질 수 있습니다.

아동이 학대당했거나, 가정 폭력이나 심한 체벌

을 당한 것으로 의심된다면, 학교 직원 등 의무 신고자들은 관련 당국에 신고할 책임을 가집니다.

스트레스

Harvard University's Centre on the Developing Child (하바드 대학 아동 발달 연구소)에 따르면 세가지 유형의 스트레스가 있는 것으로 밝혀져 있습니다

- 긍정적인 스트레스 – 생활의 정상적인부분
- 허용할만한 스트레스 – 부모님과 가족들의 도움을 받으면 극복이 가능한 스트레스.
- 극심한 스트레스 – 아동이 성인의 적절한 도움 없이, 아동학대나 가정폭력과 같은 심각한 상황을 자주, 장기적으로 경험하게 될 경우 받는 스트레스. 이러한 극심한 스트레스는 아동의 두뇌 발달과 기타 정서적 발달을 늦출 수 있습니다.

극심한 스트레스를 경험하는 아동은 위험한 행동을 하거나, 충동적인 행동, 공격적이거나 산만하게 행동하며, 신체적 혹은 정신적으로 의기소침하거나 가족과 학교 활동에 참여를 거부하는 것으로 이런 스트레스 증상들을 나타내기도합니다.

자녀가 스트레스를 극복하도록 돕는 방법

다음과 같이 부모님들은 자녀가 스트레스를 극복해나가도록 도와줄 수 있습니다:

- 자녀와 정기적으로 조용하고 편안한 시간을 보내세요.
- 자녀가 하는 말을 듣고, 그들의 걱정거리와 감정을 표현하도록 격려하세요 (감정을 표현하도록 하는 것은 자녀의 두려움과 걱정거리가 더 심해지도록 하는것이아닙니다!).



파트 C 학부모 안내서 - 번역본 안내서 - 한국어

- 신체적인 건강을 복돋워 주세요 (좋은 식습관, 정기적인 운동과 숙면).
- 자녀에게 비판적이고 부정적인 태도는 피하도록 하세요.
- 안전하고 건전한 가정 생활을 제공하세요.
- 가능한 자주 자녀를 칭찬하고 격려해 주세요.
- 자녀가 하는 활동에 적극적인 관심을 보이세요.
- 자녀의 미디어와 테크놀로지 사용을 모니터해주세요.
- 자녀의 활동을 너무 무리하게 계획하지 말고 자유로운 놀이시간과 휴식 시간을 주도록 하세요.
- 자녀에 대한 비현실적인 기대치를 갖지 않도록 하세요.



건전한 정신건강의 증진

아동들은 성인들로부터 애정과 안전 그리고 보살핌을 받아야 하고, 적어도 한명의 부모와는 긍정적인 관계를 형성해야 합니다. 지역사회나 학교와의 소속감은 건전한 정신건강을 유지하는데 도움이 됩니다. 왜냐하면 아동들이 지역사회 및 학교를 통해 사회적인 그룹과 또래집단 참여를 경험할 수 있기 때문입니다. 부모님들은 자녀의 학업 성적 향상 뿐만 아니라, 긍정적인 개인적 성취감을 이룰 수 있도록 도와줄 수 있습니다.

열린 마음으로 대화가 이루어지는 가정 환경을 제공하는 것이 중요합니다. 가정에서 자녀들이 자신의 걱정과 근심을 부모에게 표현하도록 격려한다면, 아동들은 부모님들에게 자신의 감정을 표현할 것이며, 이것은 부모님들이 자녀가 가지고 있는 문제들을 초기에 이해하고 파악할 수 있는 중요한 기회를 제공합니다.

도움을 구하기

자녀의 스트레스나 정신건강에 관한 염려가 있으시다면, 부모님들은 자녀를 위해 전문가의 도움을 받아야 합니다. 학교 상담교사나 전문의를 주선해줄 수 있는 가정 주치의와 상담을 하시기 바랍니다. 지역 건강센터에서도 무료로 아동, 가족 상담, 그리고 아동 발달 및 정신건강에 관한 평가와 서비스를 제공합니다.



파트 C 학부모 안내서 - 번역본 안내서 - 한국어

가족이 함께 하는 활동 2

가족 영화의 밤

가족끼리 시간을 보내며 휴식을 취하는 것은 가족 생활의 중요한 부분입니다. 하지만 일부 자녀들은 특히 나이가 들어감에 따라 부모와 갖는 시간이 점점 줄어들게 됩니다. 어떨 때는 같은 방에 다같이 모이는 것 자체가 힘들 수 있습니다!

이 활동은 힘들게 일주일을 보낸 가족이나 갈등을 겪고 있는 가족들에게 특히 좋은 활동입니다. 이 활동은 많은 대화를 필요로 하지 않습니다. 가족들이 같이 모여 함께 시간을 보내면서 휴식을 취하면 됩니다.



필요한 준비물

가족이 다 즐길 수 있는 영화 (주요 텔레비전 채널에서는 금요일 혹은 토요일 밤에 가족 영화를 방영합니다. 영화 DVD를 대여해도 되고 스트리밍을 할 수도 있습니다. 물론 가족이 다같이 영화관을 방문하는 것도 좋은 아이디어입니다).

간식 (과일, 팝콘, 음료수 혹은 특별 간식)

가족 모두가 영화를 볼 수 있는 편안한 장소.

방법

모두가 집에 있고 자유시간인 시간대를 정합니다. 잠자는 시간만 지킨다면, 주중도 상관없습니다.

‘가족 영화의 밤’에 관해 언제, 어디에서 하는지에 대해서 이를 전부터 가족들에게 미리 알립니다. 그러면 모두가 그날을 기대할 수 있습니다.

‘가족 영화의 밤’은 저녁식사를 마친 후 하는 것이 좋습니다. 그럼 배가 고파서 투정을 부리는 가족이 없을테니깐요!!

전화와 컴퓨터 등 모든 휴대용 기구는 영화를 볼 때는 사용을 중지합니다.

가족 영화의 밤이 있다고 미리 그날 오후에 가족들에게 다시알립니다.

정해진 시간에 가족들을 다 부르고, 하던 일을 중지하고 다 모여서 영화를 즐기도록 알립니다.

불을 끄고 영화를 시작하고 느긋하게

즐기면 됩니다!

Korean

Parent Handouts

4



파트 C
학부모 안내서 -
번역본 안내서 -
한국어

세션 3

도움.

학부모님 안내서

학교 교육에 대한 학부모님의 긍정적인 참여

학교 교육에 관한 학부모님의 긍정적인 참여가 자녀의 학교 생활과 학습에 중요한 영향을 미친다는 것은 여러 연구를 통해 잘 알려진 사실입니다. 학부모님들은 다음과 같이 자녀의 학교 교육의 성공을 유도할 수 있습니다:

- 규칙적인 생활 패턴과 안정성만들어주기.
- 독서 권장.
- 자녀가 스스로 계획하는 습관을 갖도록 도와주기.
- 자녀와 학교에 대해 이야기를 나누기.
- 학교와 의사소통하기.
- 독립심과 자제력 기르도록 돕기.

부모님들은 학급내 자원봉사, 학교 행사의 참여, 학부모 & 일반시민 위원회 및 기타 행사에 참여를 통해 학교에 참여할 수 있습니다.

긍정적인 양육 전략

- 아동 발달에 대한 이해.
- 스스로 좋은 본보기가 됨.
- 긍정적인 관심을 보임.
- 감성 지능을 가르침.
- 안전하고 보살피는 환경을 제공함.
- 건강하고 균형잡힌 생활 습관을 개발하도록

효과적인 훈육

공평하고, 일관적이며 배울 기회를 제공하는 훈육은 효과적입니다. 만약 자녀가 겁에 질리거나 무서워한다면 배울 수가 없습니다. 수치심의 유발과 체벌은 자녀가 제대로 행동하는 방법을 배울 수 있는 효과적인 기회를 제공하지 못합니다.

긍정적인 훈육방법을 사용한다는 것은, 자녀를 격려하고 자녀의 행동에 따른 적절한 결과 및 조치를 제공하는 것입니다. 또한 자녀가 실수를 하는 것은 배움의 과정에서 흔히 있을 수 있는 한 부분이라는 것을 인식하게 도와주는 것입니다.

다음과 같은 훈육이 가장 효과적입니다:

- 미리 계획해서 스트레스를 받을 만한

상황을 잘 대비하고 관리합니다.

- 자녀들이 지루해하지 않도록 활동들을 제공합니다.
- 작은 실수나 잘못된 행동은 무시해 주십시오.
- 자녀의 요구가 합리적일 경우 자녀와 적당히 협상해 주십시오.
- 잘못된 행동에 대해서는 적절하고, 일관적이며 공정한 조치를 제공해 주십시오. 예를 들면, 자녀가 누리는 혜택 또는 가지고 있는 어떤것을 잃게 하거나, 자녀가 잘못된 행동에 대해 사과하도록 하거나, 다시돌아가서 하던 일을 올바른 방법으로 마무리할 것을 요청하는 것 등입니다.
- 가장 심각한 잘못된 행동에 대해서만 타임아웃이나 행동을 제약하시기 바랍니다.



파트 C
학부모 안내서 -
번역본 안내서 -
한국어

흔히 경험할 수 있는 문제들에 대해 자녀를 도와 주기

자녀가 어려움을 겪고 있거나, 가족이 곤란을 겪고 있을 경우, 자녀 학교의 교장, 학급 교사나 상담교사와 상의하시기 바랍니다. 많은 지역사회 복지 단체와 프로그램들도 학생들을 위한 지원을 제공합니다. 부모님들은 인터넷을 이용하거나, 지역 이민자 자원 센터나 시청에 연락하거나, 지역 도서관 등을 방문해서 지역 내 유용한 서비스와 프로그램을 찾을 수 있습니다. 부모님들은 또한 주치의나 지역 건강 센터들을 통해서 전문의의 도움을 받을 수 있도록 합니다.

집단적 따돌림

많은 아동들이 학교에서 집단적 따돌림을 당하기도 합니다. 여기에는 다음이 포함됩니다:

- 별명을 부르거나, 놀리거나, 협박을 하거나, 모욕을 하는 등의 언행.
- 신체적 따돌림. 예를 들어 치거나, 긁거나, 넘어뜨리거나, 침을 뱉는 등의 행동.
- 또래 집단에서 제외시키거나 부적절한 동작으로 따돌리는 사회적 따돌림.
- 루머를 퍼뜨리거나, 소지품을 손상시키거나, 불쾌한 문자 메시지 등을 보내는 등의 심리적인 따돌림.

이러한 집단적 따돌림에 관해 또는 자녀가 집단

가족이 함께
하는 활동 3

적 따돌림을 당할 경우 어떻게 해야 하는지에 대한 보다 자세한 정보가 필요할 경우 다음 웹사이트를 방문하십시오: <http://bullyingnoway.gov.au/>.

함께 요리하기

이 활동은 가족들 사이에 협동, 대화 및 유대감을 기르기 위한 것입니다. 이것은 같은 목적을 위해 가족들이 서로 협력할 수 있는 좋은 방법입니다. 가장 좋은 것은 일단 요리가 끝나면, 모두가 함께 식사를 할 수 있다는 것입니다!

필요한 준비물

요리법 혹은 메뉴 계획 (인터넷에는 수천개의 무료 요리법과 메뉴 계획이 나와 있습니다. 요리책을 사용해도 되고, 문화적인 전통 요리나 가족 전통 요리를

만드는 것도 아이디어입니다).

선택한 요리법에 나온 재료.

조리기구, 부엌 및/혹은 요리 공간.

수저류.

방법

어떤 요리를 만들 것인지에 대해서는 온가족이 함께 참여해서 결정합니다.

요리를 만드는데 필요한 모든 재료에 대한 목록을 만듭니다. 집에 이미 다 준비된 재료를 사용해도 되고, 특별히 슈퍼에 가서 필요한 재료를 구입해야 할 수도 있습니다.



파트 C
학부모 안내서 -
번역본 안내서 -
한국어

요리를 하는데 필요한 시간을 미리 계획을 세워
서, 식사 시간에 맞게 준비합니다. 요리하는 시간
은 가급적 여유를 두는 것이 좋습니다.

요리를 시작하기 전에, 모든 가족들에게 요리법과
지시사항을 따르는 것이 중요하다는 것을 알려주
시기 바랍니다. 완성품의 사진이 있다면, 가족들에
게 미리 보여 주어서, 요리가 끝난 후의 완성품에 대
한 시각적인 이미지를 목표로 할 수 있도록 합니다.

각 가족 구성원에게 각자의 과제를 주도록 합니
다. 어린 아이들에게는 나이에 맞게 안전한 과제
를 주도록 합니다. 어린 아이들은 날카로운 칼이
나 뜨거운 오븐은 절대 피하도록 합니다! 요리기
구와 전기 기구를 사용할 때 아이들을 항상 감독
해 주시기 바랍니다.

명확하고 간단한 지시 사항을 전달하도록 하십
시오. 필요하다면, 아이들에게 미리 시범을 보여
줘서 따라 하도록 하십시오. 가급적 칭찬을 자주
해주십시오.

어린 아이들이 지루해한다면, 다른 할 일을 주세
요. 부모님이 하는 일을 지켜보게 하거나, 부엌
바깥에서 할 수 있는 일을 따로 주면, 부엌에서
다른 가족들이 계속 요리를 할 수 있게 됩니다.
예를 들어, 빈 종이에 메뉴를 적고, 아이들에게
그곳에 색칠하고 예쁘게 꾸며서 나중에 식탁에
올려놓도록 하는 것입니다.

인내심을 가지세요. 여기서 중요한 것은 가족이 같이
한 장소에서 함께 일한다는 것입니다!



일단 음식이 준비되거나, 오븐에 들어가게 되면, 가족들은 식탁을 챙기고, 부엌을 정돈하고, 간단 한 설거지를 함께 합니다.

음식을 먹을 준비가 되면, 모든 가족이 식탁에 앉 게 됩니다. 이때 요리에 열심히 참여한 가족들의 노력에 감사하는 한마디를 합니다. 가족 전체 사 진이나 요리 사진을 이때 찍어두는 것도 좋습니다.

요리된 음식을 즐기는 동안 요리 과정에 대해 이야기를 나눕니다. 가장 재미있었던 것이 무엇인지, 무엇을 배웠는지 아이들에게 물어보고, 다음에 시도해보고 싶은 요리법에 대해 언급하기 바랍니다. 아이들에게 많은 긍정적인 평가를 해 주고 요리에 열심히 참여한 것에 대해 격려해주세요.

식탁을 치우고 설거지를 하는데 온가족이 다 참여합니다!

Korean





파트 C
학부모 안내서 -
번역본 안내서 -
한국어

세션 4

부모님 안내서

학교 취학

원활한 취학을 돕기 위해 다음 사항들을 부모님들에게 권해드립니다:

- 자녀가 취학하게 될 학교에 연락합니다 (주거지 인근에 있는 학교일 수도 있고, 사립학교일 경우는 다른 지역일 수도 있습니다).
- 새학년이 시작되기 전에 미리 입학 등록을 하십시오.
- 입학일을 확인해 주십시오.
- 학교 오리엔테이션에 참석해 주십시오.
- 교복에 대해 알아보고, 교복을 구입해 주십시오.
- 학교에서 교사들을 만나십시오.
- 학교에 한국어 사용 교사가 있는지 알아보십시오.
- 자녀에게 알레르기나 기타 질환이 있다면 학교와 교장에게 통보하시기 바랍니다.
- 필요한 경우, 학교내 방과전후 케어프로그램을 예약하십시오.

학부모님들은 학교에 대해 자녀와 이야기를 나누고, 학교를 방문해서, 교내 주요 시설들 (화장실 및 교실 등)의 위치를 파악하도록 도와 줄 수 있습니다. 또한 자녀와 같은 학교에 다니는 다른

학부모님 및 아이들을 만나 영어로 대화를 나누고, 필요에 따라 중요한 질문이나 문의를 하는 기회도 갖기 바랍니다.

NSW에서의 취학에 대한 자세한 안내와 취학 준비에 관련된 학부모 지원 소책자는 다음 웹사이트에서 다운로드받을 수 있습니다:

<https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school>.

자존감 기르기

실수는 허용되며, 실제로 배우는 과정에서 실수는 중요한 역할을 한다는 것을 자녀에게 잘 이해 시키면, 계획된대로 일이 진행되지 않더라도 긍정적이고 자신감있게 일을 대처할 수 있게 됩니다. 또한 부모님들은 자녀가 자신에 대해 긍정적으로 생각하고 말할 수 있도록 가르치고, 자녀들이 잘하고 즐기는 것들을 파악할 수 있도록 도와

줌으로써 자녀가 긍정적인 자존감을 기를 수 있도록 도와 줄 수 있습니다.

자녀들이 잘할 때는 잘한다고 칭찬해주고 많은 지원과 ‘작은 승리’들을 축하해주면, 자녀들은 자신감을 갖게 되고 건전한 생활을 할 수 있게 됩니다. 자녀의 자신감과 긍정적인 자아 의식을 기르기 위해 가장 중요한 것은 부모님들이 스스로 자신에게 관대하고 긍정적인 사고관을 가지고 솔선수범을 보이는 것입니다. 그러면 자녀들도 긍정적인 사고를 하게 되고 자신에게 관대해질 수 있습니다.

회복력 (Resilience)

부모님들은 자녀가 어려운 상황을 극복하고 회복할 수 있는 능력을 가질 수 있도록 다음과 같이 격려해 줄 수 있습니다:





파트 C
학부모 안내서 -
번역본 안내서 -
한국어

- 부모로서의 술선수법을보입니다.
- 다양한 활동에 자녀가 참여할 수 있는 기회를 주십시오.
- 자녀에 대해 적절한 수준의 높은 기대치를 가지십시오.
- 칭찬을 아끼지 말고, 가족으로서 함께 보내는 시간을 통해 자녀에게 적극적인 관심을 보이십시오.
- 자녀가 스스로 생활을 계획하고 조직할 수 있도록 도와주십시오.
- 안전하고 긍정적인 가정 환경을 제공하십시오.
- 끈끈한 부모-자녀 관계를 형성하십시오.
- 어려운 상황에 대비해 미리 계획을 세워 어려움을 최소화하고 그 상황을 순조롭게 넘어가도록 합니다.
- 충분한 휴식과 여가를 보내게 해줍니다.
- 긍정적인 면을 항상 부각합니다.

감성 지능

감성 지능을 개발하도록 돕는 것은 회복력(resilience)을 키우는데 도움이 됩니다. 이것은 부모가 보이는 적절한 감정적 반응이 아이들에게 본보기가 될 수도 있으며, 비록 어떤 행동들은 바람직하지 않을 수 있지만, 사람이 가지는 모든 감정들은 정상적이고 받아들일만 하다

는 사실을 자녀에게 인식하도록 하는 것입니다.

감정적인 지능을 가르치는 것은 자녀의 감정들을 하나씩 같이 파악하고, 아이들에게 그 감정의



명칭 (예: 기쁨, 흥분, 화남, 질투, 슬픔, 분노, 좌절 등)을 가르쳐주고, 아이 스스로 자신의 감정을 적절한 명칭으로 표현하도록 도와주고 이해와 공감을 나누는 것입니다. 이러한 접근법은 자녀를 위해 문제를 해결하는 것이 아니라, 자녀가 문제를 스스로 해결하도록 돕는 것입니다.

도움을 청하는 것을 배우기

도움이 필요하거나 문제가 있을 때 도움을 청하는 것을 가르치는 것은 회복력을 배우는데 매우 중요합니다. 부모님들은 자녀에게 자신이 도움이 필요할 경우 신뢰할 수 있고 도움을 요청할 만한 성인 5명을 파악하고, 그들에게 어떻게 연락할 수 있는지 같이

상의함으로써 이러한 기술을 개발시킬 수 있습니다. 또한 부모님은 아이와 함께 상황극을 통해 어려움에 빠질 경우 도움을 청하는 것을 미리 연습해보는 것도 좋은 방법입니다.

평가

NAPLAN

전국 평가 프로그램 – 수리력 및 언어력 (The National Assessment Program – Literacy and Numeracy (NAPLAN))은 매년 호주 전역에서 3, 5, 7, 9학년을 상대로 실시됩니다. NAPLAN 시험은 읽기, 쓰기, 스펠링 및 수리력을 평가합니다. NAPLAN은 학업 성취도 평가일 뿐입니다.

HSC

The Higher School Certificate (고등학교 서티피케트)는 NSW에서 이루어지는 평가로서, 12학년을



파트 C 학부모 안내서 - 번역본 안내서 - 한국어

이수하는 모든 학생들을 상대로 합니다. 각 주마다 이에 준하는 유사 평가가 있습니다. HSC은 개별 과목당 학생의 성적을 그 해당 과목의 표준 점수에 상대적으로 평가 채점합니다. HSC 점수는 일부는 학교 위주 평가에 의해, 일부는 HSC 시험에 의해 결정됩니다.

ATAR

The Australian Tertiary Admission Rank (ATAR)는 대학 입학 을 원하는 학생들에게 주어지는 등급 (점수는 아님)입니다. 이것은 특정 학생이 다른 학생들과 비교한 상대적 점수로서 대학 입학 전형의 일부로 사용됩니다.

대안적인 진로

고등학교 졸업 후 자녀의 진로를 결정하고 지원하는 데 학부모님들은 중요한 역할을 합니다. 고등학교 졸업 후 선택할 수 있는 많은 진로가 있습니다:

- 대학 (대학 휴학 포함).
- 훈련 프로그램.
- TAFE 및 칼리지.
- 취업 및 자원봉사.

자녀들이 부모님들의 생각과 다른 꿈과 야망이 있을 수 있다는 사실을 반드시 기억해 주십시오. 자녀들 자신이 선택한 진로를 추구하게 되면 더

높은 동기 부여를 갖게 되고 따라서 성공의 가능성도 높아집니다.



Tài liệu dịch phát cho phụ huynh

Phần 1

Trường học ở Úc

Các trường học ở Úc có mục tiêu tạo ra những học sinh giỏi - những người vận dụng sự sáng tạo, tính logic và tính chiến lược trong suy nghĩ của học sinh, sự bao dung, tinh thần lạc quan, chịu trách nhiệm, tự giác và có khả năng quản lý cảm xúc và hành vi của mình. Các điểm chính của hệ thống giáo dục Úc bao gồm: thúc đẩy học tập trọn đời, nhiều môn học tạo ra sự đa dạng dẫn tới thành công, một mô hình dạy và học lấy học sinh làm trung tâm và có đầy đủ các phương pháp đánh giá khác nhau.

Hệ thống trường học ở Úc gồm:

- Mẫu Giáo
- Tiểu học.
- Trung học cơ sở
- Trung học phổ thông .

Các đặc tính của trẻ ảnh hưởng đến khả năng thích ứng với trường học (tính cách, kỹ năng giao tiếp xã hội, trí thông minh và các yếu tố khác), đặc tính của phụ huynh (thực hành nuôi dạy con cái, tình trạng mối quan hệ, các vấn đề khác) và đặc tính cộng đồng (các dịch vụ có sẵn trong cộng đồng và mối quan hệ gia đình có với các dịch vụ này).

Trường Tiểu Học

Trường Tiểu Học ở Bang NSW hiện tại theo giáo trình dựa vào các giai đoạn học khác nhau.

- Đầu giai đoạn 1 : Nhà Trẻ.
- Giai đoạn 1: Năm lớp 1 và lớp 2.
- Giai đoạn 2: Năm lớp 3 và lớp 4.
- Giai đoạn 3: Năm lớp 5 và lớp 6.

Trong trường tiểu học trẻ được học tiếng Anh, Toán, Nghệ Thuật Sáng Tạo, Xã Hội Nhân Văn và Môi Trường, Khoa Học và Kỹ Thuật, Phát Triển Cá Nhân, Sức Khỏe và Giáo Dục Thể Chất.

Ngoài nội dung dựa trên môn học, trường tiểu học cũng chú trọng những vấn đề đương đại và khả năng tổng quan để học sinh chuẩn bị kỹ năng sống và làm việc một cách thành công trong thế kỷ 21. Những vấn đề này bao gồm kỹ thuật thông tin, tư duy phê phán và sáng tạo, năng lực xã hội và cá nhân, sự hiểu biết về đạo đức. Có nhiều vấn đề quan trọng trong giáo trình không thể học từ sách giáo khoa hay nghiên cứu chuyên sâu mà được phát triển thông qua việc tham gia vào các hoạt động trải nghiệm thể thao, nghệ thuật, âm nhạc và xã hội.

Học sinh được kỳ vọng những gì ?

Học sinh được yêu cầu có:

- Có kỹ năng xã hội và giao tiếp phù hợp.
- Có khả năng đóng góp và tham gia vào môi trường lớp học và trường học.
- Hiểu biết và tôn trọng sự đa dạng văn hóa.
- Có sức khỏe và phát triển thể chất tốt.
- Có kỹ năng giải quyết vấn đề và phục hồi tốt .
- Có khả năng tuân thủ với nội quy của





Tài liệu dịch phát cho phụ huynh

trường và hợp tác với các giáo viên và bạn bè.

- Có trách nhiệm cá nhân và tự lãnh đạo.
- Có khả năng ra quyết định.

Sự kỳ vọng của phụ huynh

Kỳ vọng của cha mẹ cần phải thực tế, phù hợp lứa tuổi và có liên quan đến kinh nghiệm của con em mình khi đi học ở một trường học tại Úc. Các bậc cha mẹ nên đặt những kỳ vọng của mình dựa trên cơ sở sau đây:

- Sự kỳ vọng của chính mình.
- Sự kỳ vọng của các phụ huynh khác đối với con em họ.
- Sự kỳ vọng của trường đối với học sinh.
- Sự kỳ vọng của chính học sinh đối với bản thân.
- Khả năng của phụ huynh làm gương trong phép ứng xử mà họ mong muốn con em mình có được.

Những vấn đề khó khăn có thể xảy ra khi phụ huynh kỳ vọng quá nhiều ở con em mình hoặc muốn con em mình hoàn hảo. Không ai hoàn hảo. Kỳ vọng sự hoàn hảo từ phụ huynh hoặc từ chính trẻ có thể dẫn tới thất vọng và mâu thuẫn.

Phụ huynh cảm thấy không hiểu được sự kỳ vọng thích hợp có thể là gì hoặc lo lắng rằng sự kỳ vọng của họ đối với con em có thể quá cao thì nên trao đổi với trường để nhận được sự hỗ trợ và hướng dẫn.

Quyền và trách nhiệm của phụ huynh

Bao gồm:

- Đảm bảo con em mình đi học mỗi ngày, và quản lý phù hợp trước và sau khi đi học.
- Giúp trẻ nghỉ ngơi đầy đủ và có thời gian rảnh/chơi để hỗ trợ sự phát triển thể chất và giao tiếp xã hội.
- Đem đến cho trẻ một môi trường an toàn không có bạo lực và lạm dụng, hiểu biết được sự khác biệt giữa kỷ luật và lạm dụng trẻ em.
- Tuân thủ tất cả các chính sách của trường, thủ tục và hướng dẫn liên quan, chỉ thị của hiệu trưởng đối với khách đến thăm trường.
- Khi có sự lo lắng về vấn đề gì thì trao đổi với các giáo viên đứng lớp hoặc hiệu trưởng trường.
- Tham gia và cùng hoạt động với con em trong việc học tập.

Các vai trò chính trong các trường tiểu học

- Hiệu trưởng – có trách nhiệm chung cho toàn trường.
- Phó Hiệu trưởng – chịu trách nhiệm tổ chức hàng ngày của trường và các vấn đề sức khỏe của nhân viên và học sinh.
- Giáo viên đứng lớp – chịu trách nhiệm về việc học và phúc lợi của trẻ ở trường.
- Giáo viên dạy Anh Văn là Ngôn Ngữ Thứ Hai (ESL) – hỗ trợ trẻ từ các gia đình không nói tiếng Anh như ngôn ngữ chính.





Tài liệu dịch phát cho phụ huynh

Hoạt động tập trung vào gia đình 1

- Tư vấn viên tại trường – tư vấn và đánh giá tâm lý cho trẻ có các nhu cầu đặc biệt.
- Hội/ban phụ huynh và công dân (P&C) – là một nhóm phụ huynh, người chăm sóc và những công dân tham gia các hoạt động của trường học bao gồm các hoạt động phát triển chính sách và gây quỹ.

Để phụ huynh có thể liên lạc tốt nhất với trường, trước hết là đặt một cuộc hẹn với, hoặc nói chuyện với giáo viên lớp học của con em mình. Các vấn đề hành chính có thể được thảo luận với nhân viên hành chính trường người thường ở trong khu tiền sảnh của trường. Phụ huynh cũng có thể hẹn gặp cố vấn của trường hoặc hiệu trưởng. Nếu cần thông dịch viên liên hệ Dịch Vụ Thông Phiên Dịch (TIS) tại số điện thoại 131 450.

Trường chuyên và lớp chọn

Trường chuyên và lớp chọn là một phần của một chương trình giáo dục đặc biệt và được thiết kế nhằm đem đến một môi trường học tập đầy thử thách thích hợp cho học sinh có năng khiếu và tài năng.

Lớp chọn là các lớp học ở một số trường tiểu học công dành cho học sinh lớp 5 và 6 có tài năng và học lực cao. Ở bang NSW để được vào lớp này học sinh sẽ tham gia cuộc thi Vào Lớp chọn.

Để được vào trường chuyên (bang NSW), học sinh được xem xét trên cơ sở thành tích học tập, được xác định bằng kết quả học tập ở trường và kết quả trong kỳ thi Vào Trường chuyên được tổ chức mỗi năm.

Tổ Chức Trong Gia Đình

Các gia đình thường tham gia vào rất nhiều cuộc họp, các cuộc hẹn và các hoạt động bên ngoài. Ngoài việc cho trẻ đến trường học, sẽ còn có thêm nhiều chuyến dã ngoại, ngày hội thể thao, lễ hội, các kỳ thi và các sự kiện đặc biệt vào trong lịch hoạt động của gia đình.

Việc sử dụng một hệ thống ghi lại các ngày quan trọng có thể giúp gia đình hoạt động hiệu quả hơn. Nó có thể giúp các bậc phụ huynh nhận thức rõ hơn về các sự kiện quan trọng ghi trong nhật ký của con em mình và có thể gây căng thẳng (chẳng hạn như một cuộc thi quan trọng), hoặc những ngày cần được lập kế hoạch và chuẩn bị đặc biệt (chẳng hạn như việc hoàn thành một dự án nghệ thuật).

Hoạt động này giúp các gia đình trao đổi thông tin rõ ràng và điều phối các thời gian biểu với nhau đảm bảo rằng mỗi thành viên trong gia đình được hỗ trợ và chuẩn bị trước cho một ngày, một tuần và một tháng.

Các yêu cầu vật dụng

Bảng ghi nhớ

Dây

Đinh ghim có đầu hoặc ghim





Tài liệu dịch phát cho phụ huynh

Xấp giấy trắng hoặc tấm bảng nhỏ

Viết

Viết bảng và gồm xoá

Lịch năm có những ô trống vừa phải

Hướng dẫn

1. Tạo một nơi trao đổi thông tin – Dùng dây, đinh ghim để dính vào một tờ giấy hoặc một bảng trắng nhỏ trên bảng ghi nhớ của bạn. Dán sợi dây vào một đầu của cây viết (nếu bạn sử dụng tờ giấy trắng) hoặc một cây viết bảng (nếu bạn sử dụng bảng trắng nhỏ). Đính đầu kia của sợi dây vào tấm bảng ghi nhớ. Phần này dùng để ghi các tin nhắn điện thoại, các thông tin cập nhật mới nhất và ghi lại các ghi nhớ cho thành viên trong gia đình.

2. Phần ghi các số điện thoại quan trọng – Lập một danh sách các số điện thoại quan trọng và dán vào bảng ghi nhớ. Các số điện thoại này gồm có:

- Số khẩn cấp (000)
- Số của bác sỹ và nha sỹ
- Số nơi làm việc của phụ huynh
- Số của người cần liên lạc trong trường hợp khẩn cấp
- Tên và số điện thoại bạn bè của con bạn.
- Số điện thoại văn phòng trường

3. Phần lịch năm– Đính lịch năm vào bảng ghi nhớ. Đảm bảo các thành viên trong gia đình ghi vào đó những ngày có hội họp, hẹn gặp, các hoạt động sau giờ học, dã ngoại, tiệc tùng hay các ngày quan trọng khác.

4. Họp gia đình hàng tháng – tổ chức họp gia đình vào đầu mỗi tháng. Thảo luận về các ghi nhớ ở trường, thư thông báo, lịch, kế hoạch của phụ huynh và các thông tin quan trọng khác. Dành thời gian thảo luận các sự kiện tháng tới và các hoạt động ưu tiên cho từng thành viên trong gia đình. Ghi lại tất cả những ngày quan trọng vào lịch. Nói chuyện với con em về các sự kiện và các hoạt động sắp tới. Nên nhớ xem xét những việc sau:

- Con em có cần bạn hỗ trợ để chuẩn bị cho ngày quan trọng nào không?
- Có tuần nào đó có người bận quá và cần sự giúp đỡ không?
- Có đủ thời gian cho tất cả các thành viên trong gia đình nghỉ ngơi và thư giãn với các hoạt động giải trí không nằm trong kế hoạch không?
- Có các hoạt động không quan trọng nào có thể bỏ ra khỏi lịch để giảm sự căng thẳng và áp lực thời gian?

Phải kiểm tra lịch mỗi tuần và trò chuyện với con bạn về những vấn đề sắp tới trước khi một tuần mới bắt đầu. Việc này sẽ giúp bạn giám sát các hoạt động của trẻ, đảm bảo chúng không bị quá tải và hỗ trợ chúng về mặt tinh thần cho các việc sắp diễn ra.





Tài liệu dịch phát cho phụ huynh

Phân 2

Việc phát triển của trẻ

Việc phát triển của trẻ mô tả quá trình trẻ trưởng thành và phát triển các mặt thể chất, tình cảm và trí tuệ quan trọng cần thiết để đạt đến tuổi trưởng thành. Bắt đầu từ trường học là một giai đoạn quan trọng trong sự phát triển của một đứa trẻ.

Việc phát triển trí óc

Trẻ nhỏ có khả năng giới hạn suy nghĩ và tìm lý do. Chúng không thể liên kết cảm xúc, suy nghĩ và hành vi của chúng. Bộ não của chúng rất nhạy cảm với các trải nghiệm. Kinh nghiệm và môi trường ban đầu có ảnh hưởng rất lớn đến sự phát triển bộ não của trẻ em. Tương tác tích cực với mẹ, cha, anh chị em, ông bà, và bạn bè giúp trẻ nhỏ học cách đi bộ, nói chuyện, quản lý hành vi và cảm xúc của chúng cũng như chia sẻ và giải quyết vấn đề. Có thể hỗ trợ trẻ bằng cách đem đến cho trẻ những điều sau đây:

- Một môi trường an toàn và an ninh để trẻ có thể học và khám phá mà không phải sợ hãi.
- Nhiều cơ hội để trẻ lập lại và thực hành kỹ năng mới. Điều này sẽ giúp tăng cường các kết nối trong não.
- Chơi thường xuyên.
- Trò chuyện và tương tác .
- Cổ vũ tích cực và khen ngợi.
- Hỗ trợ khi trẻ trải nghiệm những kinh nghiệm mới.



- Có kỳ vọng thực tế bao gồm việc để trẻ tiến bộ theo nhịp độ riêng của chúng.

Phát triển cảm xúc và xã hội

Trẻ cần được hỗ trợ để phát triển một cách đặc biệt:

- Tự ý thức, bao gồm ý thức về bản sắc riêng, sự tự tin và sự hiểu biết cảm xúc của chính trẻ.
- Ý thức xã hội, có kiến thức về sự khác biệt giữa mọi người, tôn trọng, thông cảm và hiểu người khác.
- Tự quản lý là khả năng làm những việc như quản lý và điều tiết cảm xúc, đặt ra và hoàn thành mục tiêu, sử dụng thời gian hiệu quả.
- Chịu trách nhiệm ra quyết định bao gồm lựa chọn một cách thông minh và hiểu sự công bằng.





Tài liệu dịch phát cho phụ huynh

- Kỹ năng quan hệ như giao tiếp, hợp tác, chia sẻ, làm bạn và giải quyết mâu thuẫn.

Phát triển xã hội và cảm xúc cũng quan trọng và cần thiết để thành công trong cuộc sống như phát triển trí não. Đây là loại hình phát triển chủ yếu dựa trên kinh nghiệm của một đứa trẻ, và các mối quan hệ của đứa trẻ. Phụ huynh làm gương cho các hành vi và phản ứng thích hợp là một trong những cách quan trọng nhất để trẻ em phát triển về mặt xã hội và cảm xúc.

Phát triển thể chất

Phát triển thể chất tốt được hỗ trợ bằng những điều sau đây:

- Thói quen ăn uống lành mạnh.
- Các hoạt động thể chất và giải trí.
- Thói quen đi ngủ tốt và nghỉ ngơi nhiều.

Phát triển có thể bị phá vỡ nếu trẻ em không được bảo vệ trước những chấn thương tâm lý và căng thẳng có hại. Phát triển bị gián đoạn có một tác động mạnh mẽ vào việc học tập và khả năng để thành công ở trường.

Những loại chấn thương tâm lý

Chấn thương tâm lý có thể ảnh hưởng nghiêm trọng đến thói quen và quy trình học tập ở trường của trẻ. Chấn thương tâm lý có thể có từ nhiều vấn đề bao gồm:

- Lạm dụng trẻ (lạm dụng thể chất, lạm dụng tình dục, xao lãng, lạm dụng cảm xúc hoặc bị tổn thương do bạo lực gia đình).

- Hình phạt và sỉ nhục. Điều này có thể dẫn đến thành tích học tập và sinh hoạt kém, các vấn đề sức khỏe tâm thần và thậm chí lạm dụng thuốc.

Các báo cáo viên bắt buộc, ví dụ như nhân viên nhà trường, có trách nhiệm thông báo cho cơ quan chức năng nếu họ nghi ngờ một đứa trẻ bị ngược đãi, bạo hành gia đình hay bị phạt với tính chất gây hại cho trẻ.

Căng thẳng

Có ba loại căng thẳng đã được xác định bởi Trung Tâm Phát Triển Trẻ Em của trường Đại Học Havard:

- Căng thẳng có tính tích cực là một phần bình thường của cuộc sống.
- Căng thẳng có thể chịu được là loại căng thẳng có thể vượt qua được với sự hỗ trợ của gia đình và phụ huynh.
- Căng thẳng độc hại là loại căng thẳng diễn ra khi trẻ trải nghiệm thường xuyên, nhiều lần và lâu dài những vấn đề như lạm dụng trẻ em hay bạo lực gia đình mà không có sự hỗ trợ của người lớn. Đây là loại căng thẳng mang tính độc hại. Căng thẳng mãn tính này sẽ phá vỡ sự phát triển não của trẻ và các hệ thống khác.

Trẻ em có thể thể hiện sự căng thẳng bằng cách làm liều, hành động quá đà, hung hăng hoặc gây rối, khóc, trở nên lãnh đạm về thể chất hay tinh thần, suy thoái thành những hành vi trẻ con, hay là không muốn tham gia vào các hoạt động gia đình và nhà trường, cũng như các yếu tố khác.





Tài liệu dịch phát cho phụ huynh

Giúp trẻ vượt qua căng thẳng

Phụ huynh có thể giúp trẻ kiểm soát căng thẳng bằng cách:

- Thường xuyên dành thời gian cho trẻ một cách yên ả và thư giãn.
- Lắng nghe trẻ và khuyến khích chúng nói về cảm xúc và những nỗi lo âu (điều này sẽ không làm cho sự sợ hãi và lo âu trở nên nghiêm trọng hơn)
- Khuyến khích hoạt động thể chất (thói quen ăn uống tốt, thể dục và ngủ) .
- Tránh phê phán và có các hành vi tiêu cực đối với trẻ.
- Tạo ra một cuộc sống gia đình an toàn và đầy khuyến khích hỗ trợ.
- Khuyến khích và khen ngợi trẻ thường xuyên khi có thể.
- Cho trẻ thấy sự quan tâm tích cực đến các hoạt động của trẻ.
- Giám sát sự tiếp cận của trẻ đối với phương tiện truyền thông và kỹ thuật.
- Tránh lập thời biểu quá nhiều cho trẻ và đảm bảo trẻ có nhiều hoạt động chơi và thời gian thư giãn tùy ý.
- Tránh đặt những kỳ vọng phi thực tế cho trẻ.

Khuyến khích phát triển sức khỏe tinh thần tích cực

Trẻ em cần khuyến khích hỗ trợ, yêu thương và có những mối quan hệ an toàn với người lớn và ít nhất một mối quan hệ tích cực với một phụ huynh. Khi được tham

gia các nhóm bạn bè hoặc xã hội sẽ giúp có cảm giác được kết nối với cộng đồng hoặc nhà trường và cũng giúp duy trì sức khỏe tinh thần tốt . Phụ huynh có thể giúp trẻ đạt được những thành tựu cá nhân tích cực bằng cách hướng đến các hoạt động khác ngoài thành công trong học tập.

Đảm bảo môi trường cởi mở và có thể giao tiếp tại nhà rất quan trọng. Nếu trẻ được khuyến khích để nói với cha mẹ về những vấn đề chúng lo lắng hoặc ngại ngùng thì chúng có thể sẽ nói và tạo cho cha mẹ một cơ hội quý giá để gắn kết và nhận ra các khó khăn ngay từ ban đầu.

Tìm sự giúp đỡ

Trường hợp các vấn đề căng thẳng hoặc sức khỏe tâm thần là một mối quan tâm, thì phụ huynh nên tìm sự giúp đỡ chuyên khoa cho con em mình. Nói chuyện với các nhân viên tư vấn trong trường học, hoặc các bác sĩ gia đình là những người có thể giới thiệu cho phụ huynh đến các dịch vụ chuyên khoa. Trung tâm y tế cộng đồng cũng cung cấp tư vấn miễn phí cho trẻ em và gia đình, đánh giá và các dịch vụ sức khỏe tâm thần





Hoạt động tập trung vào gia đình 2

Buổi tối xem phim của gia đình

Dành nhiều thời gian cùng nhau thư giãn trong gia đình là một phần quan trọng của cuộc sống gia đình, nhưng là điều trẻ em có thể không làm quá thường xuyên với cha mẹ, đặc biệt là khi chúng lớn hơn. Thậm chí đôi khi có tất cả mọi người ở cùng phòng cùng lúc cũng là một thử thách!

Hoạt động này là một hoạt động dễ làm, đặc biệt là cho các gia đình đã sẵn có một tuần vất vả hoặc đang có mâu thuẫn. Hoạt động này không đòi hỏi phải giao tiếp nhiều mà chỉ là ở cùng bên nhau và thư giãn.

Các vật dụng cần có

Một bộ phim gia đình (các đài truyền hình chính thường có các bộ phim gia đình vào tối thứ Sáu hoặc thứ Bảy. Phim cũng có thể thuê ở ngoài hoặc qua phát sóng truyền



hình. Bạn cũng có thể có cơ hội ra ngoài đến rạp xem phim)

Đồ ăn vặt (trái cây, bắp rang, thức uống hoặc món gì đặc biệt).

Một không gian thích hợp cho toàn bộ các thành viên trong gia đình có thể ngồi cùng và xem phim.

Những hướng dẫn

Chọn một đêm mà mọi người đều ở nhà và rảnh rỗi. Thậm chí là một đêm trong tuần đi học miễn là trẻ sẽ đi ngủ đúng giờ.

Nên thông báo cho các thành viên trong gia đình biết trước một vài ngày là sẽ có một đêm phim gia đình và thời gian. Điều này sẽ cho mọi người cơ hội để mong đợi thời gian ở bên nhau.

Đêm phim gia đình nên bắt đầu sau bữa cơm tối để không có ai bị đói bụng vì phải xem phim!

Tất cả các máy bao gồm cả điện thoại và máy tính bảng sẽ không được sử dụng trong đêm phim gia đình.

Thông báo cho mọi người biết vào đầu giờ tối là khi nào thì phim gia đình sẽ bắt đầu.

Tập hợp các thành viên trong gia đình lại với nhau vào thời gian quy định và thông báo mọi người rằng trừ phi phải đi nhà vệ sinh, mọi người nên ở cùng nhau và thưởng thức phim với nhau.

Tắt đèn, bật nút Play và tận hưởng bộ phim!





Tài liệu dịch phát cho phụ huynh

Phần 3

Tài liệu phát cho phụ huynh

Có bằng chứng rõ ràng về tầm quan trọng của phụ huynh tham gia vào việc đi học và học tập của trẻ. Phụ huynh có thể hỗ trợ trẻ để thành công ở trường bằng cách:

- Tạo ra thói quen và tính ổn định.
- Khuyến khích đọc sách.
- Giúp trẻ trở nên có tổ chức.
- Nói chuyện về trường học với trẻ.
- Thông tin liên lạc với trường.
- Nuôi dưỡng tính độc lập và tính kỷ luật.

Phụ huynh cũng nên tham gia vào hoạt động của trường bằng cách tình nguyện trong lớp, tham gia các sự kiện của trường, tham gia vào ủy ban Phụ huynh và Công dân và các hoạt động khác.

Các vấn đề phụ huynh hỗ trợ

- Hiểu sự phát triển của trẻ.
- Là tấm gương tốt.
- Tích cực chú ý đến trẻ.
- Dạy trẻ trí tuệ tình cảm.
- Đảm bảo có một môi trường an toàn và an ninh.
- Phát triển cách sống lành mạnh và cân bằng.

Sử dụng kỷ luật hiệu quả

Công bằng, nhất quán và các cơ hội học là cần thiết để thực hiện kỷ luật hiệu quả. Nếu trẻ đang sợ hãi chúng không thể học.

Làm mất mặt và trừng phạt thân thể không có hiệu quả vì các phương pháp này không dạy con đúng cách để hành xử.

Sử dụng kỷ luật tích cực với trẻ em liên quan đến việc đưa ra sự khuyến khích và kết quả thích hợp, bao gồm việc công nhận rằng sai lầm là một phần hoàn toàn bình thường của quá trình học tập.

Kỷ luật có hiệu quả nhất khi:

- Có kế hoạch trước và được chuẩn bị để quản lý thời gian căng thẳng tốt hơn.
- Tạo ra các hoạt động cho trẻ đỡ nhàm chán.
- Bỏ qua những hành vi sai phạm không đáng kể.
- Thương lượng với trẻ khi yêu cầu của trẻ là hợp lý.
- Có kết quả xử lý phù hợp, nhất quán và công bằng cho những hành vi sai phạm chẳng hạn như mất quyền ưu tiên làm gì đó, yêu cầu trẻ xin lỗi, yêu cầu trẻ trở về và hoàn tất nhiệm vụ hay hoạt động đang làm ngay tức khắc.
- Sử dụng thời gian phạt hoặc không cho ra ngoài ít và chỉ áp dụng khi có hành vi sai phạm nặng.

Hỗ trợ trẻ vượt qua những thách thức chung

Các bậc cha mẹ nên nói chuyện với hiệu trưởng, giáo viên đứng lớp hoặc cố vấn của trường nếu con của họ có khó khăn, nếu gia đình đang gặp khó khăn. Nhiều cơ quan





Tài liệu dịch phát cho phụ huynh

Hoạt động tập trung vào gia đình 3

và các chương trình phúc lợi cộng đồng địa phương hỗ trợ trẻ em ở trường. Cha mẹ có thể sử dụng internet, liên hệ với các trung tâm trung tâm hỗ trợ dân nhập cư, hội đồng hay đến gặp cộng đồng địa phương hoặc thư viện để tìm chi tiết về dịch vụ hữu ích và các chương trình đang có trong cộng đồng của họ. Phụ huynh cũng có thể sử dụng bác sĩ gia đình của họ hoặc trung tâm y tế cộng đồng địa phương để được giới thiệu tìm sự hỗ trợ chuyên môn.

Bị bắt nạt

Có một lúc nào đó, trẻ có thể bị bắt nạt ở trường. Bắt nạt gồm:

- Bắt nạt bằng ngôn từ như gọi tên, chọc ghẹo, đe dọa hay sỉ nhục trẻ.
- Bắt nạt thân thể như đánh, cào cấu, khạc nhổ, đẩy ngã.
- Bắt nạt giao tiếp xã hội như nghỉ chơi trẻ, làm các động tác không phù hợp.
- Bắt nạt tâm lý bao gồm đồn thổi, phá hỏng vật dụng trẻ sở hữu hay nhắn tin có nội dung khó chịu và nhiều hình thức khác nhau.

Thông tin chi tiết về bắt nạt và cách xử lý khi trẻ bị bắt nạt có ở trang web <http://bullyingnoway.gov.au/>.

Cùng chuẩn bị bữa ăn

Hoạt động này khuyến khích làm việc theo nhóm, giao tiếp và liên kết giữa các thành viên trong gia đình. Đó là một cách tuyệt vời để có được các thành viên trong gia đình làm việc với nhau hướng tới một mục tiêu chung. Hay nhất là, một khi bạn đã cùng chuẩn bị một bữa ăn, bạn sẽ ăn cùng nhau!

Các vật liệu cần có

Công thức nấu hoặc thực đơn (có hàng ngàn công thức miễn phí và thực đơn trên mạng, sách hướng dẫn nấu ăn hoặc nấu món đặc biệt mang tính văn hoá hoặc truyền thống của gia đình).

Các phụ liệu dựa trên công thức nấu bạn chọn.

Dụng cụ nấu, nhà bếp và hoặc không gian để chuẩn bị.

Dụng cụ ăn, dao muỗng, chén đĩa.

Hướng dẫn

Cho tất cả các thành viên trong gia đình ra quyết định cùng nhau là nên nấu theo công thức nào, món gì.

Lập danh sách các phụ liệu cần mua dựa





Tài liệu dịch phát cho phụ huynh

trên công thức hướng dẫn nấu. Bạn có thể có đủ các phụ liệu cần thiết hoặc phải đi mua sắm thêm.

Dành đủ thời gian để chuẩn bị phụ liệu nấu và lên kế hoạch trước để có thời gian hoàn tất trước khi mọi người quá đói. Đây là một quy trình không nên làm vội.

Trước khi bạn bắt đầu nấu, giải thích cho mọi người biết tính quan trọng của việc phải làm theo công thức nấu hoặc hướng dẫn. Chỉ cho họ xem những bức hình của bữa ăn nếu có thể, qua đó họ có thể hình dung ra được là cả gia đình đang nấu món gì.

Giao nhiệm vụ cho từng thành viên trong gia đình và đảm bảo rằng trẻ được giao những việc an toàn và phù hợp với lứa tuổi của trẻ. Trẻ nhỏ tuổi không được dùng dao bén hoặc lò nướng nóng! Nên nhớ giám sát trẻ sử dụng dụng cụ làm bếp và các thiết bị điện.

Hướng dẫn đơn giản và rõ ràng. Nếu cần thì chỉ cho trẻ cách làm để trẻ bắt chước. Nên khen trẻ thường xuyên.

Nếu trẻ trở nên chán, giao cho chúng nhiệm vụ khác, cho chúng xem bạn làm hoặc cho chúng làm những việc bên ngoài bếp để các thành viên khác trong gia đình có thể tiếp tục làm công việc của mình. Ví dụ như viết thực đơn lên một miếng giấy trắng và cho trẻ tô màu hay trang trí để đặt trên bàn.

Hãy kiên nhẫn! Điều quan trọng của hoạt động này là cùng nhau làm việc.

Một khi thực phẩm được chế biến hoặc đã ở trong lò, giao cho tất cả các thành viên trong gia đình các nhiệm vụ khác như đặt bàn, cất phụ liệu đi và rửa nồi, chảo.

Khi bữa ăn đã sẵn sàng, tất cả mọi người ngồi vào bàn hoặc trong cùng một phòng. Hãy dành thời gian để khen ngợi tất cả các thành viên gia đình cho sự tham gia của họ. Bạn thậm chí chụp ảnh các thành viên gia đình và những món ăn.

Trong khi mọi người đang thưởng thức món ăn của bạn, bạn có thể nói về quá trình cùng nhau nấu ăn này. Hãy hỏi con bạn nhiệm vụ trẻ thích nhất, những công thức nấu ăn nào trẻ muốn nấu lần sau và trẻ đã học được gì từ lần này. Cho trẻ nhiều phản hồi tích cực và khuyến khích về công việc trẻ làm tốt.

Cho tất cả mọi người tham gia vào việc dọn dẹp và lau chùi sau khi ăn.





Tài liệu dịch phát cho phụ huynh

Phần 4

Chuyển trường

Để tạo thuận lợi cho quá trình chuyển đổi trường học cho trẻ, các bậc cha mẹ được khuyến cáo nên:

- Liên hệ với trường trẻ sẽ đi học. Có thể là trường trong khu vực đang ở, hay trường ngoài khu vực còn chỗ hoặc là trường tư.
- Ghi danh cho trẻ trước khi năm học mới bắt đầu.
- Tìm hiểu ngày nào trẻ bắt đầu đến trường.
- Tham gia buổi giới thiệu về trường.
- Tìm hiểu về đồng phục và mua sắm đồng phục.
- Gặp các thầy cô ở trường.
- Tìm hiểu xem có các thầy cô dạy tiếng cộng đồng mình ở trường không và làm quen với họ.
- Lưu ý trường và hiệu trưởng nếu trẻ có dị ứng hoặc có các điều kiện sức khỏe đặc biệt.
- Thu xếp việc chăm sóc trẻ trước và sau khi đi học về nếu cần.

Phụ huynh cũng có thể nói chuyện với con cái về việc học, thăm trường, giúp các em xác định những nơi quan trọng trong trường học (chẳng hạn như các nhà vệ sinh và phòng học), gặp các bậc cha mẹ và trẻ em đang học tại trường và nếu cần thiết, thực hành một số từ ngữ trong tiếng



Anh và các câu hỏi quan trọng hoặc những cách yêu cầu giúp đỡ.

Thông tin chi tiết về chuyển trường ở NSW và sách hỗ trợ cha mẹ liên quan đến việc chuẩn bị sẵn sàng cho trẻ có thể tải trên mạng ở trang web <https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school>.

Xây dựng lòng tự trọng

Việc phụ huynh hiểu được rằng sai lầm là có thể chấp nhận được và là một phần quan trọng của quá trình học tập sẽ có thể giúp trẻ cảm thấy tích cực hơn khi mọi thứ không đi theo kế hoạch. Phụ huynh cũng có thể khuyến khích lòng tự trọng ở trẻ bằng cách dạy trẻ suy nghĩ và nói chuyện tích cực về bản thân, và giúp trẻ xác định những điều mà chúng giỏi và thích làm.





Tài liệu dịch phát cho phụ huynh

Cho trẻ nhiều sự trợ giúp, khen khi chúng làm tốt và ăn mừng “những thành công nhỏ” có thể giúp chúng xây dựng lòng tự trọng cũng như có thể duy trì một lối sống khoẻ mạnh. Quan trọng nhất là phụ huynh nên làm gương những hành vi nuôi dưỡng sự tự tin và hình ảnh. Quan trọng nhất là các bậc cha mẹ nên làm gương những hành vi nuôi dưỡng sự tự tin và tốt về bản thân, dạy trẻ đánh giá cao sự khác biệt, duy trì một khung tích cực của tâm trí và dịu dàng với bản thân mình.

Tính kiên cường

Tính kiên cường có thể được khuyến khích khi cha mẹ:

- Là một tấm gương tốt, cha mẹ gương mẫu.
- Cho trẻ cơ hội để tham gia vào nhiều hoạt động khác nhau.
- Kỳ vọng cao nhưng phải phù hợp.
- Chú ý tích cực đến trẻ qua các hành động như khen trẻ và dành thời gian cho gia đình.
- Giúp trẻ trở nên có tổ chức.
- Đảm bảo môi trường an toàn và tích cực tại nhà
- Xây dựng mối quan hệ tốt giữa cha mẹ và con cái
- Chuẩn bị cho những giai đoạn căng thẳng để giảm thiểu các khó khăn hoặc làm cho những thay đổi trở nên suôn sẻ hơn.
- Tạo thời gian nghỉ ngơi, thư giãn và biết ơn cuộc đời.
- Khuyến khích sự tích cực.

Trí tuệ cảm xúc

Hỗ trợ trẻ phát triển trí tuệ cảm xúc cũng tăng cường tính kiên cường. Điều này liên quan đến việc cha mẹ làm gương có phản ứng cảm xúc phù hợp và chấp nhận có một số hành vi là không mong muốn nhưng tất cả những cảm xúc này là bình thường và chấp nhận được.

Dạy trí tuệ cảm xúc là xác định cảm xúc của một đứa trẻ ở một cường độ mức thấp, đặt tên cho cảm xúc và giúp trẻ em đặt tên cho cảm xúc của chính mình, thừa nhận những cảm xúc, đưa đến sự hiểu biết và cảm thông. Cách tiếp cận này cũng bao gồm việc hỗ trợ trẻ em giải quyết vấn đề chứ không phải luôn luôn giải quyết vấn đề cho trẻ em.

Học cách yêu cầu được giúp đỡ

Dạy trẻ yêu cầu giúp đỡ khi chúng cần giúp đỡ hoặc khi họ gặp rắc rối là tối quan trọng cho tính kiên cường. Cha mẹ có thể phát triển các kỹ năng này bằng cách giúp trẻ xác định năm người lớn đáng tin cậy, những người mà trẻ có thể tiếp cận nếu cần sự giúp đỡ và bảo đảm rằng chúng biết làm thế nào để liên lạc với những người này. Phụ huynh cũng có thể sử dụng các chiến lược như chơi trò sắm vai để cung cấp cho trẻ một cơ hội để thực hành việc yêu cầu giúp đỡ.





Tài liệu dịch phát cho phụ huynh

Đánh giá

NAPLAN

Chương trình đánh giá quốc gia – Môn Văn và Toán (NAPLAN), được tiến hành mỗi năm trên toàn nước Úc, là một đánh giá cho học sinh lớp 3, 5, 7 và 9. NAPLAN kiểm tra các kỹ năng như đọc, viết, đánh vần và làm toán. NAPLAN chỉ là thước đo sự tiến bộ.

HSC

Chứng chỉ tốt nghiệp trung học phổ thông (HSC) là một đánh giá của NSW có sẵn cho tất cả học sinh hoàn tất lớp mười hai. Mỗi bang có một hình thức đánh giá tương đương. HSC ghi lại thành tích của học sinh trong các môn học cá nhân, phù hợp với tiêu chuẩn của môn học đó. HSC được xác định một phần bởi đánh giá của trường học và một phần bởi các kỳ thi HSC.

ATAR

Xếp Loại Đầu Vào Đại Học (ATAR) là để xếp loại – không phải điểm số - cho học sinh muốn vào đại học. Xếp loại này cho biết học sinh học thế nào so với các học sinh khác và sẽ được các trường đại học sử dụng trong quy trình tuyển sinh.

Các con đường đi khác

Cha mẹ đóng vai trò quan trọng trong việc hỗ trợ sự thay đổi khi kết thúc trung học. Có nhiều sự chọn lựa cho con em sau khi học xong:

- Đại học (kể cả hoãn đại học)
- Thực tập sinh.
- Cao đẳng và trường dạy nghề (TAFE).
- Đi làm và tình nguyện.

Khuyến khích phụ huynh ghi nhớ là trẻ có hoài bão riêng và có thể khác với kỳ vọng của cha mẹ. Trẻ có thể thành công hơn và có động lực hơn nếu chúng theo đuổi con đường tự chúng chọn.



تحقيق حاجتنا المدرسة في

1 الجلسة

أسد تراليا في المدرسي التعليم

- ينم لم تمنع نجاح تحقيق إلى لبا سترأ في سرامدا دفعه
، هم فذكرت في ندية نرسلاو لمنطقا و نكاربل اما س تخدا ي أ
حلت مطنو نعليم قديتول نجاح، إلى يتولموا تامسارلا
عجموم ناسبت قددتعم يعضاوم نونو ولحياة، اىمد
زي فت ليانرسلا التعليم نظامل يسيلورا حملمال من
. اتهمصرتو ط فهم وب حك النج على ط قدراو حملال تع
لكارداو يتولمسواو ل فاولاو بال تساه همي لحنو شملت
، تالذا
الذقيم قرط من املاك عجموم ، لطلاب تقدر على كنتم

ي لي ما لاسد ترالي المدرسي النظام ي شمل

- ية ل تضيرا قرا المدر
- ندية نبل قرا المدر
- ية ل ثانا قرا المدر
- العيا ية ل ثانا قرا المدر

الخصائص على قرا المدر في فيلثا على قلا قدر تعتمد
بين القائمة والعلاقات المجتمع في المتوفرة الخدمات
المجتمع وخصائص (وغيرها العلاقة ووضع الطفل تربية
الذاتية أساليب) الذاتية الوالدين وخصائص، (أخى وعواى
والذكاء المجتمعية المهارات الشخصية) ل ل ط قل
(الخدمات وهذه العائلات)

البتدائية المدرسة

منهاجاً حالياً ويلزساو ث نيو في البتدائية المدارس تتبع

- 1 و 2 ال سدن تان 1: المرحلة

الط فال روضة 1: الم بكرة المرحلة

بذلة ت تعلم موالى على ونكو

- 4 و 3 ال سدن تان 2: المرحلة

- 6 و 5 ال سدن تان 3: المرحلة

ة، بي كلينزلا للغة ندية نبل قرا المدر في فالطلا حملينع
والطوبية والصحة الشخصية، والتنمية والتكنولوجيا والعلوم
وبيدته، البشري والمجتمع الجميلة، والفنون والرياضيات،
البدنية.

القرن في بنجاح والعمل ل لعيش الطالب اس تعداد مع علة
همة معاصرة المور البتدائية المدارس في التعليم
المواضيع، على المبني المحتوى إلى وبلاضافة وقدرات
يعالج

ولوسيدية والذنية الرياضية النشطة في المشار خلال من
نموهي بل مكنة، ودرسة جاهدة كتب من تعلمها يمكن ل
المنهاج في التي الهامة المور من والكثير. الخالق الذراك
والجتماعية الشخصية والقدرة الابتكارى، النقدى والتفكير
المعلومات، تكنولوجيا المور هذه تشمل. والعشرين الواحد
والجتماعية.

الذي ما؟ بالطل من ع

توي

ن كوي أن بلطلال من ع وتي

لديهم

مناسبة وتواصلية اجتماعية هيات.

- قرا مدرراو الصف ينن في قرا المشراو لهمسلا على قدر

- الثقة في عولل ح حترراو فهم

ال بدنيين والنموال نشاط من جينمس توى

جيدة ومونة المسائل حل في جيديتهات

- المدرسية القواعد مع والتعاونال تجاوب على القدرة

والقران والمعلمين

- ن يلاذا قد فبالاو صديخ المش يتولمسوب ي ل لنج

القرارات صانع على القدرة



الط فل إلى الساعة ال تأديب ب ين ال فرق ف فهم معو الساعة



تحقيق حاجتنا المدرسة في

1 كور على نشاط

العائلية التخطيط لوه

والهوا عيالج تماغت من الكثير في غالباً العائلات شار ك

اذهب ويدضيف المنزل لخرج والذشطة قنرمدل الى ل فلي
والرحلات من عشرات تان ت حلم وتل فلي كولا وفيض ل ا حلي
لبي على يدع مول قم لزور الى قص خل ات بلس مثالو

كمال (مثل) كصا اداس تعلقو تخطيطا بل نط
ت حانا تمل (مثل) نفسيا ضغطا ببئس فني عو شرم
لجدو في يسيل المناسبات لرك تذوق النني او (ي ل كبرا
دعيسا أن يمكن هف. الفعالية أن يمكن النني طفليهما
تلعائل دة عمسإ الى الهامة كثرأ ن كوي نأ على نيدلوا
ماس تخذأ يدؤي أن كنم من ديوب لرموا سديرت على
خييرا التوب قاعم على لبقاء لظلمن
(منزلي كفر ض ل لطف على)

أفراد من فرد كل دعمي ضمن بما العائ ل أفراد بيل الجدول
وتدس يقد وضوح التواصل على العائلات ل نشاطي ساعوف
دم القال شهرأ وع بوسل أو ح ل بول مداس تعلقو العائلة

الالزمة المواد

إل ط ن ا ت لوه

دفتر

دباب يس صغير أبيض لوح أو فارأ تفراق
خيط بتمدب ملونة مسكات تات أو غدنية

روز

التعليم أقالم المساحة كبيرة فار تخطت مرب ذات ناة
قلم وصحاة البيض اللوح على بالك تابة الخاصة

وصفوف النذ بوية لمدارس المتفوقين

مناسبة تعليمي بيئة لتوفير مصممة ويهطص، تعليمي
برنامج من جزءاً المتفوقين وصفوف النذ بوية لمدارس تشكل
الذكاء الي عو بنبو ه ل موا بطلال ضافياً ب صعب م س ن

البتدائ لمدارس بعض في وصفوف هي المتفوقين وصفوف
المتفوقين الطالب ل تعليم 5 و 6 السنتين لطالب الحكومية
لزيوتساو يون في. يمدكل ل ل ناحية من بنبو ه ل موا
في بطلال همشار ينقول تلاف فوص إلى ل لدخول م ش ي
المتفوقين وصفوف في التعيينا حبار

في التعيينا حبار وفي المدرسة في الطالب أداء أساس على
تقرر التي الكاديمية كفاءتهم أساس على الطالب اختيار ي تم
(ويلزساو ث نيو) النذ بوية الثانوي لمدارس إلى ولدول
سنة كل يجر ي الذي النذ بوية الثانوي لمدارس

تحقيق حاجتنا المدرسة في

تعليمات

هل أنت مضطرب مع عدل عجب بحال في الحظ؟ يستفيد من خبراتك في

- يأكالي ت ثقل مهام في بيئات وجد أسباب يع أية هناك في .
- فيها؟ الاضافة المساهمة لبعض يد تاج وق العائد للأفراد من
- عثم تللل لل لئي على الدارفا كل قم لزورلا ينف كتنقوك هنال ه .
- هل ططمخل يرغي عفولام ت جملل ل و قحلرل با
- من إلغاؤلهي مكن الولوية منذ فضة أن شطة أية هناك في .
- الوقت؟ وضغط الان فسي الضغط ل تذي في الجدول

كل فاطم مع شدة تجاوع بوسلك قم لزورلا ف حص من هـ نأ
بلق
ابدأية ا عن ع بولي مك ددع سديساذا، يف تحصل س نيل ا بلي
اواقبة على ذلك ثقلت لنأ من هـ نأوا شططن ل فظ
اله ك

وه لما نأ يامذ دات عسل في حم ددع سلو
جدقا

وأخالها ت فية للوسائل والعائلة الية الخطيط لولة من القسم
هذا العالانات ب لولة الخطيط من الخراطيف اربط (صغيراً
أبيض لوجاً ربطت قد كنت إذا) التعليم قلم أو (فارتق
أوراق دف تر ربطت قد كنت إذا) القلم طوف حول الخطيط
من جزءاً الصق العالانات ب لولة الصغير الأبيض اللوح أو
الفارغ لورق دف تر لربط بة المدب الملونة المسكات أو
العادية والبابيس الخطيط اسخدم - للتواصل حيزاً حدد 1-

ملاحظات ولك تابة ل تحديد ثات . العائلة دارفي

لخفا احترار ائتمق دعأ - امهال الهاتف احترار سق 2-
احترار شملت أن جبي ائتمل عل تحول على عاضو الهامة
• رقم الطوارئ (000)

- نازنل ابا طلو لصحة طباء احترار
- احترار سماء
- شخص حتر
- فالطل ادقاءصأ نفاوه
- ملع احترار
- ئالطواتل اح في مبالل لل
- نيدلوا
- قردرلم ك تبم حتر

الهامة والتواريخ والدقات والخلت المدرسي الدوام بعد
ط وأنشطة والموا عيالج تماغت ب ك تابة عذ لك أفراد قيام
من نأكد العالانات ب لولة رونة اربط - الوزلة ق سم 3-

الخرى

لكل الولوية لها التي والنشطة ال قادم الشهر برنامج مناقشة
في الوقت بعض اقض الخرى الهامة والمعلومات الوالدين
ومفكرات الذبابة ونشراها المدرسة رسائل إليه ا حضر . شهر
كل بداية في عائلياً اجتماعاً اعد - للعائلة شهر ي اجتماع 4
ركذ . مقدالفا شططن ل اولم ناسباتا عن طفالكا مع شدة دج
امقزورلا في لهامة خيرال نوال لك ل جس . العائلة دافراً من
يدي لامت بارك في تأخان





تحقيق حاجتنا المدرسة في

2 الجلاس

الطفل نمو

البدنية لعملات وتطوير نموه عملية إلى الطفل نمو يشير
وحلة بلوغ إليها نتائج التي الهامة والفكرية والنفسية
الطفل مون في يسير لتحرم من المدرس حلل نعاذ عبو. غابلو

الذهني النمو

هو. نعللواو لذكرا على قدمحدو تقدير الصغار فالل
اتهمصرتو حكا رأو حصر عوش بين طلار ان س تطيعوي ل
والخوة والب الأم مع الجابية النفلت إن. الذهني
الطفل نمو على جذاوي تأثر يرالم بكرة والبينا نل تجارب
بهلمرون التي ل تجارب الحساسية شديدة ذهم ويكون
حلل على فالطلل دع نسا دقاصلاو دادجلاو تاوخلو
نشارمو ط فهمو عو اتهم نضب حكا نلو حكا لو مشيلا
ل رفوت بأن لعملية هذه عمد مكنيو. املحو المشاكل للقل
يلي ط

أن فيها الطفال يس تطيع ولتن السلامة فيها ي توفر بيئة
الطفل في قوم لكلifer ص من الكثير
بدون الشياء ويك تشفواي تعلمولهارات وتعلم نكرار
جوف
الذهني الترابطات قوية على ذلك يساعدا جديدة،

منظمة قروصول لعبا

لعل نلواو حكالل

ابي نل جيعش لئو المديح

جديدة تجارب الطفلوور خلال الدعم

ل ملحسل فيها بماقعية،لوا عاتق لئوا • ب تحقيق لقل
ناسيم التي عالسرب حدق



والعاطفي الاجتماعي النمو

ملاديهم ي نمو لكي الطفال دعمي جب التحديد، و على
يلي:

- ل نفلو نعازل با فلطل ر عوش يف بما، تالذا لكاردا
- شعوره وفهم
- الناس، بين الختال فات وتقدير الاجتماعي، الدراك
- قل قدر وهو، تالنب حكا النع
- الغير هفول تساهو، حارحلو نلأ شياء لقيام على
- فادمل حقيقتو عضوو، نظيمهتو طفالعب حكا النع
- بماالمسؤوللة لقرارات صنع
- بصورة الوقت واسد تخدام ب حكمة لختيار ذلك في
- فعالة

العدالة وفهم

- والصغاء، التواصل، مثل الشخصية، العال قاتهارات
- استلزالحو قاتال صدا قدعو لظلمشاراو، نل نعاو

تحقيق حاجتنا المدرسة في

النفسي الضغط

نمو وكر حددها النفسي الضغط من أنواع ثلاثة هناك
هي تارنهر امعةج في فالطل

- الحياة من طبيعياً ذوء وهلا يجابي، النفسي الضغط .
- ليع بلانغ مكنيوه، لم نج يمكن ي ل ذا النفسي ل ضغطا .
- وطيلة كبرية مشاكل الط فل
- المؤلم، النفسي الضغط . الساءة مثلو مكررة المدم
- الوالدين من بالدعم يواجه عند ما حدث الذي
- والعائلة .
- نمو يعطل المزق النفسي الضغط ها . بالغ شخص من
- لهكا فدمع و تودون العائلي، العنف أو الط فل إلى
- يرخل ا هجراو لط فل ا ذهن .

أو لمخاطو، بولرب النفسي ل ضغطا لط فل ي بني دقو
النشطة في المشار في الوغة عدم أو الصغار، الط فل
تصرفات إلى الرجوع أو العاطفي، أو البدني انسحاب أو
البكاء، أو الآخرين، عل تعطيل أو العدوانية أو تظاهو،
أخى عوالى عن فضال والمدرسية، العائلية

امساعدة التعامل على ط فل النفسي الضغط مع

- كالتج على فالطل ا دة مساهتم و اعبل ا يستطيع
- ي لي لمبو اسطة النفسي بالضغط
- فلخوا ديزي لن كمال ا هذ) هفخاومو حصر شعو
- عن تشا نغ على شجيعهم و أط فالهم إلى غصلا
- مذظمة قرو صوب أط فالهم مع هيرمو دئها تارنضاع
- (ا، والقلق
- الكل عادات) البدنية العافية تحقيق على التشجيع .
- (ج، لنوا نيا لمار من ل كثر الجيدة،
- فلطل نجاه لسا بياو د نفل البنج .

والستجابات التصرفات حيث من الوالدين غلقات تصبغ
النماذج غروث . والمفاته الط فل جار ب على كبرية بدرج
النمو من النوع ها ي عتمد، الحياة في ل لنجاح الذهني النمو
وضروية بأه وضروري هم والعاطفي الجتماعي النماون
وعاطفياً اجتماعياً الط فل ل نمو الطرق أم من المناسبة

البدني النمو

ي لي بما البدني النمو دهيم تم
الاجيدة ال كل عادات .

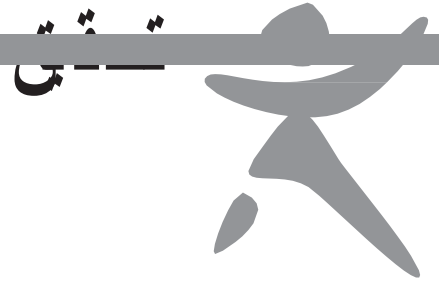
- امم تهرل و البدني النشاط .
- حةلرا من ل كثر و الجيدة ح لنوات ادغ .
- لى عو ح ل انغ على يوق أثير رة لم نغ لنمو و . مقلوم نفسيه
- ط غصو صدمات فالطل ا ضرعت اذ ل نموا رة لم نغ أن كنم
- المدرسة في النجاح على القدرة

الصدمة أنواع

- مايات عو لط فل ي المدمر بزنو لال صدمات ل طعت أن كنم
- منها بالجار من ذيرك عن لكذ ي نجم أن مكنيو . حمل نغ
- طأو الجندسية لساءة أو البدنية لساءة) ل لط فل لساءة
- ي لي
- (العائلي ل لعنفلا تعر ضا و العاطفية لساءة و الهمال
- ضعف إلى لكذ ي ديزي أن يمكن . انقل و ب الضرب ع قابا
- لب لعقلية ل صحة شاكلهم ين يديم كل ابا طرل و لجرنل
- للمواد سخدام لساءة وحتى

الط فل تعر ضا اذ تهرل اذ المعنوية لسلطات إبالغ مسؤولية
المدارس، موظفي مثل الزامية، التقارير مقدمي على تقع
يذلموال عقاب أو العائلي للعنف ضرعت أو عة علل





تحقيق حاجتنا المدرسة في

العقلية الصحية تعزيز الجاهية

والهنة والدونة الجيدة ال تنشئة غلات إلى الط فليد تاج
ف يدمد قرا المدر أو المج تمتع مع با طزل بار عوش لمتنا أن كما
لقل على نيدلوا حدأ مع يجابة لقلع لى أو البالغين مع
مردن أكثر على بال تركيز إجابة شخصة بجزات تحقيق
على أيضاً أطفالهم مساعدة الوالدون يدستطيع الإقران
ومصوغات الج تماعية المجموعات على ينطبق ذاته والمرد
الجيدة، العقلية الصحة على المحافظة حيث من أيضاً
الكاديمي النجاح

صل اللول قميق تصرف ينلوا يعطي امم ،ذلك اوم قوي أن
كثراً تملحيس إنف ،هم جزي أو يلقهم امم لديهم امم مع
شدلنج على فالطلنا شديع تم اذل .قضايا امم عن هلا أفر
نف تحم يلمنزم قىب دوجو من ذلك النأ ادج المهم نمو
شدنجي
ق بكرم لبحرم في لمشاكل افرمو

المساعدة على الدصول

العقلية الصحة ميدان في وخموت وقيمات مجانية
استشارات المج تمتع صحة واکوت قدم كذلك .تخصصية
خدمات إلى إحلات الوالدين يعطي أن يمكن الذي العادلة
طبيب أو المدرسة مسشار مع تحدث .لط فلهما المهنية
المساعدة طلب الوالدين على يجب العقلية الصحة مشاكل
أو ال نفسى الضغط وجود من خوف هناك كون عندما
بتلعنا لوالطل

- ال تنشئة وحيدة آمنة على لية حياة توفير .
- رال انكرا من هكن قدر رابك حمدهم فالطلنا شديع .
- أطفالهم بأذ شطة نشطاهتمام إبداء .
- ياجول نكنولو حل عل نل لول أطفالهم حاسد نخدا قبحرم .
- لكثيرا برفوت من ذلك نل شطقل با حياتهم شوح بنجت .
- لهم والوالله المخطط غير اللعب وقت من
- فالطلنا من قعيكو يرغ عاتقوت ني كوت بنجت



تحقيق حاجتنا المدرسة في

المطلوبة المواد

تجعل أن أيضاً يمكنك. الانترنت من تنزيلها أو أيضاً الفلام
استئجار يمكن. السبت أو الجمعة ليلة غداً ليلة أفلاماً غالباً
تعرض التي العادية التلفزيونات (أحد) غداً في فلم
صالت إدى إلى هي والتو مناسبة ذلك

(.السينما

مأكولات ومشروبات، بوشار، فواكه، خفيفة مأكولات
(.لحصة استثنائية

لمشاهدة العائد للأفراد جميعاً يستطيعون مشاهدة مناسبة مكان
الفيلم.

التعليمات

الدراسة أسبوع خلال الليلة هذه كون وقد. عمل أو مشاعلي
بدون الجميع ويكون البيت في الجميع في يهيا كون ليلة اختر
المناسب الوقت في فراشهم إلى الطفال أو أي أن بشرط

لننظر فرصة الجميع يعطي فهذا. وفي فلم لمشاهدة
غداً ليلة لها كس تكون بأنه يومين قبل العائد للأفراد أخبر
قوتش لمعاقلو اذه قضاء

لعشاء عجب لم لمشاهدة لعادلية للبلقان كون أن يجب
إن تقرر جئ عتبطون هناك كون لكي

تفعلوها فيها بما تفرج لك حاسد نخدا نعيم
سبب الحواو

.العادلية لم لم للبلقان في ليلة، ح اللو

ي لذا تقاوب لمساء من بكرم تقو في لعادلية دافراً ركز
.العادلية لم للبلقان في ليلة، ح اللو

معاً بالفلم عثم لبلقان فافراً في معاً بقاء الجميع
رر لموا تقاوب في معاً لعادلية دافراً اجمع قبا رزل
على بأن ح خبرا

.الميلحورة

إبال فيلم ولدت تعوا ال بد عزر اضغظاضاء، أطفئ

2 كوير
على نشاط
العائلة

المشاهدة غداً ليلة التي

ح

الحياة من لهم جزء معاً مريحاً وقتاً العائد للأفراد قضاء إن
كل جمع أن إذ سناً أكبري صبحون عند مخصصاً والديهم،
مع الغالب في الطفال بهي قوم قد شيء أنه إلى العادلية،
أمراً بصبح دق دحاو تقو في حدقاو قرغ في لعادلية دافراً
إصعباً

يدتاجل وهو تازم من غدت أو السبوع خلال صعوبات
وايحت كون قد التي لعادلات خاصة سهل، النشاط هذا
معاً تماجل يسئلرا دفهم لب، صلا التوا من لأكثرا إلى
والد ترحء





تحقيق حاجتنا المدرسة في

3 الجلاس

الفعال التاديب اسخدام

ل إيفّ لظ فالظ فلاك ان اذا. لّ اعن ديب النان بكو
صرفو سجامنلاو لظال عدا دوجو ب المظلوأن يستطيع
لكي حلالنا
ينلا عن لاسباب الضرب لعقابو انخل ان حلالنا هذين
الصدية فركنا ففيرط لظ فال مال عيل بربلوسلا
عزج طاعخل البظار بأن فاندخل شملوي وهو المناسبة،
لنا نالو التشجيع طاعل لبييل لظ فال ديبنا نم بفض
ملية من ادج طديعي
هلتل ح قوي عندم ففعال الذناج اكرب ديب النان

الخطيط

بماو الباءو الس تعداد المس بق المجهدة الوقا نلدارة
يلي:

أفضل بطرية

ل أنشطة توفير. الضجر بن نجل فالظ

في فة نجل اتفلا نضراعوس عن التغاضي

معقول يظ له مليكون عندم الظ فل ملظ فافوض

ال تصرف ل سوء ولعدة وفسجمة مناسب بتمضا عفات تحديد
وارا نجل با طفلل ح فبالبظ وأ نازل بلل اقر خسل لثم

العودة. الصدية بالطرية المهمة أو العمل لكال

ل سوء وفقط نادرأ المنع أو العزل عقوبة اسخدام
ظورة الكثر لا تصرف

الوالدين مشاركة الجاية

المدرسي أطفالهم تعلم في

دع مسانلادوالوا يستطيع هم ملعو يي المدر أطفالهم
تعلم في لدينلوا هراش هية ن بكت ضحكوا قلدأ هناك
ي لي ملطويق عن المدرسي النجاح على الط فال
والس تقرار الروتين خلق

الإقراءة على التشجيع

أن فسهم تعلم على الط فال مساعدة

فالظلا مع قمر دل عن ثدلنا

المدرسة مع التواصل

الذاتي والتنظيم الس تقالدية تعزيز

إلى ضامنلاو يي المدر ل مناسب با في ظلمشاروا الصف
عو النطب قرا المدر في ظلمشار أيضا نلادوالوا يستطيع
في

الخرى والأنشطة والمواظين الوالدين لجنة

التربية استراتيجيات الظفال الدعم لهم توفير بطرية

الظفال مون ح فها

حسنة دوة كن

لبييل احمعل ان و

ا ظفي ل لذكاء حلع

نمل او قملسا لب زيمت بلب دايجا من دنأ

للات وهو صديا ح ب سلأ روط





تحقيق حاجتنا المدرسة في

3 كور
على نشاط
العائلة

العادي دعم

معاً طعام وجبة أعوا

الوجبة ناولت شاركن معاً وجبة صنع أكملتم متى أنه ذلك كل من والفضل مشترك هدفك تحقيق معاً عملون العائلة أفراد لجعل متازة طيقة وهو. العائلة أفراد بين اللصة أوطر وشد والتواصل كفريق العمل النشاط هذا يعزز إمعاً

المطلوبة المواد

وجبة اختر أو الطبخ كتب استخدم أو الذرنت، من عليها الحصول يمكنك التي المجانية الطعام لوائح وظط الطعام وصفات من ألوف هناك) طعام. لحة خطة أو طعام وصفة (تقليدية غذائية وجبة والثقافة خفيفة في

أخذتار التي فاتصلوا على عمتت العناصر

الوجبة. تحدضير مكان أو ووطبخ الطبخوات

منها الطعام تناول وأطبق الكلهوات

التعليمات

وصفات أو وصفة شأن قرار صنع في العائلة أفراد كل اشرك صنع تريدون الذي الطعام

دق أو كالأزيم في فتوجوم وتنولمك لك نوت دق. طعامك فتصلول حنايت مالك على حصلوا وتنولمك كائيق دعاً. تشترها لكي للهبنتاج

وكلت من كثير أيضاً يوجد. ضائقة تواجه العائلة كانت إذا أو صعوبات يواجه الطفل كان إذا المدرسة مسشار أو الصف مدرس أو المدرسة مدير مع التحدث الوالدين على المدلي المجتمع صحة وكأوطيديهم استخدم في أيضاً الوالدون يرغب وقد. مناطقهم في تعمل التي المفيدة والبرامج الخدمات فاصيل لمعرفة العامة المكثبات أو المجتمع وكزيارة أو البلي المجلس أو المدلي المهاجرين موارد ببروكال اتصال أو الذرنت استخدم الوالدون يستطيع المدرسة في الطفال لدعم المدلية الجماعي النعاش. الم تخصص الدواع لطلب إلت على لحصول

البلطجة والسد تقواء

أوقات من وقت في السد تقواء الطفال من الكثير يواجه
لذيقاً أسماء التعيير مثل اللا فظي السد تقواء
يولي مذلك يشمل أن يمكن. المدرسية حياتهم المضايقة أو
انتحل أو لا تهديد أو

في ببالس أو الخدش أو بضرا ثلم بدني، عاتقوسا
السد تقواء

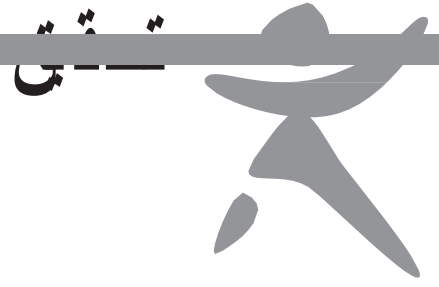
أو التعتير إعطاء أو الطفال اسد تثناء مثل الجماعي
البصق.

مناسبة غيرت لميحات

أوال شائعات ترويجي شمل قدالذي الانساني السد تقواء
لهيرغو ذينغب يتحصن ائلهير شرن أولم تلكات تحطيم

عندم ت فعل ولذا السد تقواء عن المعلومات من للمزيد
عن لموا دوت عاتقوسا ل لظ فاضر ينع

<http://bullyingnoway.gov.au/>



تحقيق حاجتنا المدرسة في

تلا تظأن أيضاً الم فيد من كون قد بدل. لمشاركتهم العائلة
الصور بعض. هددتموع أي لذل الطعامو لعائلة دارني

في بغوث دق، م طعال باً ه يعا كمع ثم تليرا ء نلأو
تد بجا
في نهب وبت نوديري دق نيلام طعالات ففصروو اطوس من نركأ
لئاد باً ثم نعوسا نيلام مهالا عن كل فاطأ لأسا. ه لقلان ع
اهي ومالا قادمة المرة من كذيرلا طهمعأ. احو ملعت نيلارولم
مباوم قاي ذل عمارلا لعلل تشبيلوا ببل ليل ات طاحلللا
نظيفلوا المائدة عني عش لك عر في لعائلة اذافرا لك كرش
الكل من انتهاء بعد

مسبقاً وظط الطعام ل تحضر كافيأ وقتاً خصص ل إعطاء
فيها لسراع عدم يجب عملية هذه. جوعاً الجم يعيد تصور
أن قبل لجوء الطعامو جباتت كون ل كي كافيأ وقتاً أن فسكم
جزلا من أكثر

أو الوصف فقباعات أهمية العائلة لأفراد لجم يعاشر حال بدء، قبل
تكون ل كي أمكن إذا الوجبات صوريررون دهم إلى تعليمات
مدادع بان وم قوي امع في صربة كوف لديهم

والجهزة الطبخ واتيسد تخدبون الذين الطفال على شرف
أن نذكر! ساخن وهو الفرن فيها سد تخدمي مهاماً أو سكاكين
الصغار الطفال تعطل. وسد نهم ل سالم نهم مناسبة مهاماً
الطفال إعطاء من وتأكل العائلة لأفراد من لكل مهاماً حدد
الكهربائية

نير، مل احتاج اذوا. سيطبقو ضحكو عليمات طعأ
مذلك افعلوي لكي ه فعلوي أن يدهم ي لذل ما فال طفال
المكان ب قدر امدهم

أخرى، مهاماً أعطهم الضجر الصغار الطفال أصاب إذا
لهم حدد أو ذلك من بدل تفعله ما يراقبون دهم أو
العائلة لأفراد ي تمكّن ل كي المطبخ خرج بديلة أن شطة
الطعام قائمة اكتب مثال. الطبخ عملية إكمال من الخرون
قطعة على

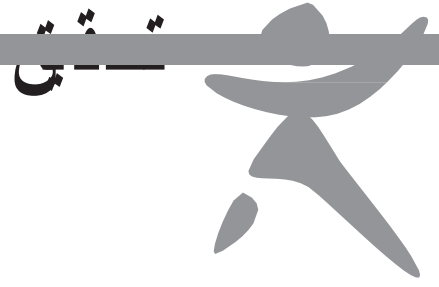
المائدة على لو وضعها وتزيينها لوي نها منهم واطيورق

هالمشاروه لعملية هذه في المهم. رابوص كن

أفراد أشركال فرن، في وضع متى والطعام اعدادت متى
اتنولمك اذاع أو المائدة يبرن تلم ي خراً مهامب العائلة
الطبخ ينعو أو ل لالج سلغو ألمكنا إلى

يجلسون الجم يعدع ل تقديمها لجوء الوجبة أصبحت متى
أفراد كل على نلأن نسل. واحدة رفة في أو المائدة إلى





تحقيق حاجتنا المدرسة في

4 الجلسة

المدرسة إلى الذئقال علية

نالدالوا يصوي قرا المدر إلى فالطلان ذئقال ملية ع سبيلت
يلي بما

- ن كؤتق نيلالو ف لكط يهل إبه يذس نيلالو قمر مدل بال صلتا
منط قتلأ جرخا قمر دم وأ منط ق تكم في مدل يئلأ قمر مدل
(نصاخ) سد قلةم قمر دم وأ مل رف توم مكاف يهان يكو

الجديدة المدرسة ال سد قة دة ق بل الط قلة سجيل

- ل ط قلا ينف أ بدي أن جبي ي ل ذا ح ل يوا عني ن فسا رسلأ

المدرسة إلى الذئبال

المدرسي ال توجيه جسلة حضور

- الزياء فو شواء المدرسة الزياء شواء عني ال سد ت فسا ر

- المدرسة في المدرس بين مقابلة

الجال ياتل لغات مدرسون هناك كان إذا عا ال سد ت فسا ر

- دل كان إذا لمديرو قرا المدر غا ل

عل يهم قرا لنعو قرا المدر في ساسيات ح ية ل ط قلا

ة قبطت ل حاو

- إذا يي المدر ح الدو عبو بلق لمناسبة ايتعلا يبرت

لذلك حاجة هناك كانت

اكنلأ على قرا لنعو على فالطلأ دة ع سلمو قرا المدر ريرو
عن أطفالهما مع ثدلأنا أيضا نالدالوا بسنطيع
قرا المدر

بال لغة ال كلمات ب بعض على ال تمرن وكذلك المدرسة،
إلى سيأتون آخوين وأطفال وآباء أهات مقابلة وحاوله
(الصفور ع الميهورات مثل) المدرسة داخل الهامة
المساعدة طلب قو وأ الهامة والسد نلة ال نجل يزية

قرا المدر إلى ذئقال قرا لنعو عني سعتوا تم علوم لي نرت كنم

ص خصوب لدينالوا عمد عني تب يئكو لزيو ثساو يون في

<https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school>

parents/transition-to-school

الذئبال قدير بنا

اب كلران بأ فمهلأ زي قوت نإ حها ع زج نأول ف يوم رمأ طخ
دي فوبر شعولأ على ل فطلأ ادعاسي نأ يمكن ح ل نلأ ملية ع نم
اسيرتلأ مدع يئب لني امن نيدالول مكن يون شئ نهي كمارولم
اي شجأن أيضا حجري قنت ع بنا على فالط ب نعل يهم ف سهن
هتدع سلمو ف سهنأ عن يئب لني اقربو ح ل نلأو ن فديرا على
اقدع م على . بهام فبال بان سد ننعوي وهلو جيدي نيلأ ع يئب
م عدلأ من يرنلأا مي قنت ن برع نلأو ع ندمو مدحهم الط قلا

ح فبالأ ن نوسح نلأ ، ة صغيرلا هتأح نجاب ل فالحلأو ع يئب

أرمأ ، صحي عيشة م ب لوسأ على ظف محال إلى ففاضلأ با
يمكن

حجري قنت زي قوت على ح مدع يسانأ او . ف سهن نك يئب نأ ح
قروص د لنيأو ن قلا زرع قن سح قودق ل نكوي نأ من نالدالولأ
أ دل يئب لنيأ يئأذ فقا لخلأ ري قنت على عل يهمو ل فالط
ف سهن بأ قرا لوي لنيأ ذرا ط ب ج وب عللأ ع ل ناو

قوال مر

يلي بمان نالدالوا ح قوي ع ندملأ قوال مر زي قوت يمكن

- قو نك نيدالولأ فمر ص قير ط عني ن ذئبال قودق حمر

قن سح

- من سعتو قع جموم في ظلم شار قنرف فالطلأ طاع

الذئبال

- أيضا ناس بقم نهالو الية ع عتقوت حمر

مثلأ ترات يديات عبر ال يجابي الذئباله من الكثيرأ طاع

- أن ف سهن او م ظن نأ على فالطلأ دة ع مسا

- ل لمنزا في يجاب يئو قنأ م بئب دوجو من ذك النأ

- ديالوو فلطلل بين قيقو ققال ع نأ ب

ل مسبقأ سد تعداد . دلجلأ ي دح عني نطوت نيلأ ت قلا
قن لس نركأ ل نلأا ت هلا ي جعللأ وأ تب صعلولأ من

- ال دياة و قدير والس تر ح ل لرا ح وقت خ ص يص

- ال يجابية على التشجيع



Arabic



FEEDBACK FORM

We welcome your feedback on the session you have just attended. Please complete the following:

How did you feel at the beginning of the session? (Please circle)



NEGATIVE



CAUTIOUS



INDIFFERENT



INTERESTED

Please rate the following statements from 1 to 5 (circle your response)		not at all					very much				
1	This session gave me a better understanding of the Australian schooling system	1	2	3	4	5					
2	This session increased my knowledge of what school expects from children	1	2	3	4	5					
3	I feel more confident about setting appropriate expectations for my child	1	2	3	4	5					
4	This session has improved my knowledge about key staff and roles within Australian schools	1	2	3	4	5					
5	I will apply the practical knowledge and skills that I have gained from this session	1	2	3	4	5					
6	I know how I can access further support and information if I need to	1	2	3	4	5					
7	This session met my expectations	1	2	3	4	5					
8	I found the facilitator informative and helpful	1	2	3	4	5					
9	I would recommend this program to others	1	2	3	4	5					

Overall, the two most important things I learned from this session were:

What was the least helpful part of the session?

Do you have any other comments?

How did you feel at the end of the session? (Please circle)



ANXIOUS



CONFIDENT



CONFUSED



SATISFIED



THOUGHTFUL



DISAPPOINTED

Demographics

Sex (optional): ☐ Male ☐ Female

Number of children at home: _____ What is your relationship to the child/ren _____

☐ Father ☐ Mother ☐ Grandparent ☐ Carer Other _____

Name of the school your child attends: _____

Thank you for your feedback

FEEDBACK FORM

We welcome your feedback on the session you have just attended. Please complete the following:

How did you feel at the beginning of the session? (Please circle)



NEGATIVE



CAUTIOUS



INDIFFERENT



INTERESTED

Please rate the following statements from 1 to 5 (circle your response)		not at all					very much				
1	This session improved my knowledge about child development	1	2	3	4	5					
2	I now have a better understanding of the social and emotional development of my child	1	2	3	4	5					
3	This session improved my knowledge about child mental health and wellbeing	1	2	3	4	5					
4	This session improved my knowledge about the negative impact that trauma (such as child abuse or corporal punishment) can have on children and their learning	1	2	3	4	5					
5	This session showed me ways to help my child manage stress and emotions	1	2	3	4	5					
6	I know how I can access further support and information if I need to	1	2	3	4	5					
7	I will apply the practical knowledge and skills that I have gained from this session	1	2	3	4	5					
8	This session met my expectations	1	2	3	4	5					
9	I found the facilitator informative and helpful	1	2	3	4	5					
10	I would recommend this program to others	1	2	3	4	5					

Overall, the two most important things I learned from this session were:

What was the least helpful part of the session?

Do you have any other comments?

How did you feel at the end of the session? (Please circle)



ANXIOUS



CONFIDENT



CONFUSED



SATISFIED



THOUGHTFUL



DISAPPOINTED

Demographics

Sex (optional): ☐ Male ☐ Female

Number of children at home: _____ What is your relationship to the child/ren _____

☐ Father ☐ Mother ☐ Grandparent ☐ Carer Other _____

Name of the school your child attends: _____

Thank you for your feedback

FEEDBACK FORM

We welcome your feedback on the session you have just attended. Please complete the following:

How did you feel at the beginning of the session? (Please circle)



NEGATIVE



CAUTIOUS



INDIFFERENT



INTERESTED

Please rate the following statements from 1 to 5 (circle your response)		not at all					very much				
1	This session showed me ways to get involved with my child's school	1	2	3	4	5					
2	I have learned new things about how to build a better relationship with my child	1	2	3	4	5					
3	I am more confident about my role as a parent in helping my child to succeed at school	1	2	3	4	5					
4	I have learned new strategies for using discipline effectively	1	2	3	4	5					
5	I have better knowledge of how to support my child when confronted with difficult challenges	1	2	3	4	5					
6	I have a better understanding of what to do if my child encounters bullying	1	2	3	4	5					
7	I know how I can access further support and information if I need to	1	2	3	4	5					
8	I will apply the practical knowledge and skills that I have gained from this session	1	2	3	4	5					
9	This session met my expectations	1	2	3	4	5					
10	I found the facilitator informative and helpful	1	2	3	4	5					
11	I would recommend this program to others	1	2	3	4	5					

Overall, the two most important things I learned from this session were:

What was the least helpful part of the session?

Other topics you are interested to hear about?

How did you feel at the end of the session? (Please circle)



ANXIOUS



CONFIDENT



CONFUSED



SATISFIED



THOUGHTFUL



DISAPPOINTED

Demographics

Sex (optional): ☐ Male ☐ Female

Number of children at home: _____ What is your relationship to the child/ren _____

☐ Father ☐ Mother ☐ Grandparent ☐ Carer Other _____

Name of the school your child attends: _____

Thank you for your feedback

FEEDBACK FORM

We welcome your feedback on the session you have just attended. Please complete the following:

How did you feel at the beginning of the session? (Please circle)



NEGATIVE



CAUTIOUS



INDIFFERENT



INTERESTED

Please rate the following statements from 1 to 5 (circle your response)		not at all					very much				
1	I better understand the transition to school and how to support my child through this process	1	2	3	4	5					
2	I have learned new ways to help build my child's self-esteem	1	2	3	4	5					
3	This session has improved my knowledge about how I can help my child become more resilient	1	2	3	4	5					
4	I have a better understanding of the importance of being a good role model to my child	1	2	3	4	5					
5	This session has shown me how to help my child to develop emotional intelligence	1	2	3	4	5					
6	This session improved my knowledge about the options for my child after graduation from school	1	2	3	4	5					
7	I know how I can access further support and information if I need to	1	2	3	4	5					
8	I will apply the practical knowledge and skills that I have gained from this session	1	2	3	4	5					
9	This session met my expectations	1	2	3	4	5					
10	I found the facilitator informative and helpful	1	2	3	4	5					
11	I would recommend this program to others	1	2	3	4	5					

Overall, the two most important things I learned from this session were:

What was the least helpful part of the session?

Do you have any other comments?

How did you feel at the end of the session? (Please circle)



ANXIOUS



CONFIDENT



CONFUSED



SATISFIED



THOUGHTFUL



DISAPPOINTED

Demographics

Sex (optional): ☐ Male ☐ Female

Number of children at home: _____ What is your relationship to the child/ren _____

☐ Father ☐ Mother ☐ Grandparent ☐ Carer Other _____

Name of the school your child attends: _____

Thank you for your feedback

我们欢迎您对刚才的讲座提出反馈意见，请完成下表：

讲座开始时您的感受是？（请圈上）



消极的



小心谨慎的



漠不关心的



感兴趣的

请人至始至终都保持积极的态度		完全没有					非常多				
1	该讲座使我对澳大利亚教育体系有了更好的了解	1	2	3	4	5					
2	该讲座使我更了解学校对孩子的期望	1	2	3	4	5					
3	我更有信心对自己孩子设定适当的期望值	1	2	3	4	5					
4	该讲座使我更了解澳大利亚学校中的教职员及其作用	1	2	3	4	5					
5	我会在实践中运用讲座里学到的知识和技能	1	2	3	4	5					
6	我明白如果我有需要，可以怎样获得进一步的帮助和信息	1	2	3	4	5					
7	该讲座是我的期盼的	1	2	3	4	5					
8	我觉得演讲人非常有教育性、有 帮助	1	2	3	4	5					
9	我会向别人介绍这个项目	1	2	3	4	5					

总之，我从中学到的最重要的2件事情是：

该讲座最没有用的部分是哪部分？

您有其他建议吗？

讲座结束时您有何感受？（请圈上）



焦虑的



有信心的



困惑的



满意的



深思的



失望的

人口统计资料：

性别(任选)： ☐ 男 ☐ 女

家中有几个孩子： _____

和孩子什么关系？ ☐ 父亲 ☐ 母亲 ☐ 祖父母 ☐ 照顾者 其他 _____

您孩子上学的学校： _____

感谢您的反馈

我们欢迎您对刚才的讲座提出反馈意见，请完成下表：

讲座开始时您的感受是？（请圈上）



消极的



小心谨慎的



漠不关心的



感兴趣的

请人至始至终对您有帮助		完全没有帮助				
1	该讲座使我对孩子的成长有了更多了解	1	2	3	4	5
2	现在我对孩子社交和情绪的成长有了更多理解	1	2	3	4	5
3	该讲座使我增加了孩子精神健康和身心健康知识	1	2	3	4	5
4	该讲座使我更加了解创伤（如虐待孩子或体罚）可能会对孩子的身心和学习造成负面的影响	1	2	3	4	5
5	该讲座告诉我帮助孩子管理压力和情绪的方法	1	2	3	4	5
6	我明白如果我有需要，可以怎样获得进一步的帮助和信息	1	2	3	4	5
7	我会在实践中运用讲座里学到的知识和技能	1	2	3	4	5
8	该讲座是我的期盼的	1	2	3	4	5
9	我觉得演讲人非常有教育性、有帮助	1	2	3	4	5
10	我会向别人介绍这个项目	1	2	3	4	5

总之，我从中学到的最重要的2件事情是：

该讲座最没有用的部分是哪部分？

您有其他建议吗？

讲座结束时您有何感受？（请圈上）



焦虑的



有信心的



困惑的



满意的



深思的



失望的

人口统计资料：

性别(任选)： ☐ 男 ☐ 女

家中有几个孩子： _____

和孩子什么关系？ ☐ 父亲 ☐ 母亲 ☐ 祖父母 ☐ 照顾者 其他 _____

您孩子上学的学校： _____

感谢您的反馈



我们欢迎您对刚才的讲座提出反馈意见，请完成下表：

讲座开始时您的感受是？（请圈上）



消极的



小心谨慎的



漠不关心的



感兴趣的

请人到综合实践课教室填写反馈表		完全没有					非常多				
1	该讲座告诉我如何参与孩子的学校教育	1	2	3	4	5	1	2	3	4	5
2	我了解了如何与自己孩子建立更好关系的新方法	1	2	3	4	5	1	2	3	4	5
3	我对自己作为家长来帮助孩子在学校取得成功更有信心了	1	2	3	4	5	1	2	3	4	5
4	我了解了有效进行纪律约束的新策略	1	2	3	4	5	1	2	3	4	5
5	我更加了解当孩子面临困难挑战时，如何帮助他们	1	2	3	4	5	1	2	3	4	5
6	我更加理解如果自己孩子被人欺负应该怎么做	1	2	3	4	5	1	2	3	4	5
7	我明白如果我有需要，可以怎样获得进一步的帮助和信息	1	2	3	4	5	1	2	3	4	5
8	我会在实践中运用讲座里学到的知识和技能	1	2	3	4	5	1	2	3	4	5
9	该讲座是我的期盼的	1	2	3	4	5	1	2	3	4	5
10	我觉得演讲人非常有教育性、有帮助	1	2	3	4	5	1	2	3	4	5
11	我会向别人介绍这个项目	1	2	3	4	5	1	2	3	4	5

总之，我从中学到的最重要的2件事情是：

该讲座最没有用的部分是哪部分？

您有其他建议吗？

讲座结束时您有何感受？（请圈上）



焦虑的



有信心的



困惑的



满意的



深思的



失望的

人口统计资料：

性别(任选)： ☐ 男 ☐ 女

家中有几个孩子： _____

和孩子什么关系？ ☐ 父亲 ☐ 母亲 ☐ 祖父母 ☐ 照顾者 其他 _____

您孩子上学的学校： _____

感谢您的反馈

我们欢迎您对刚才的讲座提出反馈意见，请完成下表：

讲座开始时您的感受是？（请圈上）



消极的



小心谨慎的



漠不关心的



感兴趣的

请人至始至终都保持积极的态度		完全没有					非常多				
1	我更加理解孩子进入学校后的适应期，以及如何帮助他们度过这个适应期	1	2	3	4	5	6	7	8	9	10
2	我学到了帮助孩子建立自尊的新方法	1	2	3	4	5	6	7	8	9	10
3	该讲座使我更加了解如何才能帮助孩子变得更有韧性	1	2	3	4	5	6	7	8	9	10
4	我更加理解了作为孩子好榜样的重要性	1	2	3	4	5	6	7	8	9	10
5	该讲座告诉我如何帮助孩子发展情商	1	2	3	4	5	6	7	8	9	10
6	该讲座使我更加了解孩子从学校毕业后的各种选择和前途	1	2	3	4	5	6	7	8	9	10
7	我明白如果我有需要，可以怎样获得进一步的帮助和信息	1	2	3	4	5	6	7	8	9	10
8	我会在实践中运用讲座里学到的知识和技能	1	2	3	4	5	6	7	8	9	10
9	该讲座是我的期盼的	1	2	3	4	5	6	7	8	9	10
10	我觉得演讲人非常有教育性、有帮助	1	2	3	4	5	6	7	8	9	10
11	我会向别人介绍这个项目	1	2	3	4	5	6	7	8	9	10

总之，我从中学到的最重要的2件事情是：

该讲座最没有用的部分是哪部分？

您有其他建议吗？

讲座结束时您有何感受？（请圈上）



焦虑的



有信心的



困惑的



满意的



深思的



失望的

人口统计资料：

性别(任选)： ☐ 男 ☐ 女

家中有几个孩子： _____

和孩子什么关系？ ☐ 父亲 ☐ 母亲 ☐ 祖父母 ☐ 照顾者 其他 _____

您孩子上学的学校： _____

感谢您的反馈

방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이었습니까? (동그라미로 표시해주세요)



부정적



조심스러운



무관심한



관심있는

다음 내용을 1-5점 중에 하나로 점수를 매겨 주십시오 (여러분의 응답에 동그라미를 쳐주세요)		전혀					매우				
1	이 세션을 통해 호주 학교 시스템에 대해 더 잘 이해할 수 있게 되었습니다	1	2	3	4	5					
2	이 세션을 통해 학교에서 학생들에게 무엇을 기대하는지에 대해 알게 되었습니다	1	2	3	4	5					
3	제 아이에 대한 적절한 기대수준을 정하는데 더 자신감이 생겼습니다	1	2	3	4	5					
4	이 세션을 통해 호주 학교의 주요 교사들과 직원들에 대해 더 잘 알게 되었습니다	1	2	3	4	5					
5	이 세션으로부터 얻은 실질적인 지식과 기술을 응용할 것입니다	1	2	3	4	5					
6	필요한 경우 더 많은 도움과 정보를 받는 방법을 알게 되었습니다	1	2	3	4	5					
7	이 세션은 저의 기대감을 충족시켰습니다	1	2	3	4	5					
8	세션 진행자로부터 정보와 도움을 받았습니다	1	2	3	4	5					
9	이 프로그램을 다른 사람들에게도 권하겠습니다	1	2	3	4	5					

전반적으로 이 세션으로부터 얻은 가장 중요한 2가지 사실은:

세션에서 가장 도움이 되지 않았던 부분은 무엇입니까?

다른 의견이 있으면 알려주십시오?

이 세션이 끝난 다음 어떤 기분이었습니까? (동그라미로 표시해 주세요)



걱정됨



자신있음



혼란스러움



만족스러움



생각할 게 많아짐



실망함

인구학적 정보

성별 (선택적): ☐ 남 ☐ 여

자녀의 수 (집에서 같이 생활하는 자녀): _____

방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이셨습니까? (동그라미로 표시해주세요)



자녀와의 관계? ☐ 부 ☐ 모 ☐ 조부모님 ☐ 보호자 기타 _____

자녀가 다니는 학교: _____

설문에 응해주셔서 다시한번 감사드립니다



방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이었습니까? (동그라미로 표시해주세요)



부정적



조심스러운



무관심한



관심있는

다음 내용을 1-5점 중에 하나로 점수를 매겨 주십시오 (여러분의 응답에 동그라미를 쳐주세요)		전혀					매우				
1	이 세션을 통해 아동 발달에 대해 더 잘 알게 되었습니다	1	2	3	4	5	1	2	3	4	5
2	이제 제 아이의 사회적 및 정서적 발달에 대해 더 잘 이해하게 되었습니다	1	2	3	4	5	1	2	3	4	5
3	이 세션을 통해 제 아이의 정신 건강과 복지에 대해 더 잘 알게 되었습니다	1	2	3	4	5	1	2	3	4	5
4	트라우마 (아동 학대나 체벌 등)이 제 아이의 학습과 성장에 부정적인 영향을 미친다는 것을 잘 알게 되었습니다	1	2	3	4	5	1	2	3	4	5
5	이 세션을 통해 제 아이가 스트레스와 감정을 스스로 관리할 수 있도록 도와줄 수 있는 방법을 알게 되었습니다	1	2	3	4	5	1	2	3	4	5
6	필요한 경우 더 많은 도움과 정보를 받는 방법을 알게 되었습니다	1	2	3	4	5	1	2	3	4	5
7	이 세션으로부터 얻은 실질적인 지식과 기술을 응용할 것입니다	1	2	3	4	5	1	2	3	4	5
8	이 세션은 저의 기대감을 충족시켰습니다	1	2	3	4	5	1	2	3	4	5
9	세션 진행자로부터 정보와 도움을 받았습니다	1	2	3	4	5	1	2	3	4	5
10	이 프로그램을 다른 사람들에게도 권하겠습니다	1	2	3	4	5	1	2	3	4	5

전반적으로 이 세션으로부터 얻은 가장 중요한 2가지 사실은:

세션에서 가장 도움이 되지 않았던 부분은 무엇입니까?

다른 의견이 있으면 알려주십시오?

이 세션이 끝난 다음 어떤 기분이었습니까? (동그라미로 표시해 주세요)



걱정됨



자신있음



혼란스러움



만족스러움



생각할 게 많아짐



실망함

인구학적 정보

성별 (선택적): ☐ 남 ☐ 여

방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이셨습니까? (동그라미로 표시해주세요)



자녀의 수 (집에서 같이 생활하는 자녀): _____

자녀와의 관계? ☐ 부 ☐ 모 ☐ 조부모님 ☐ 보호자 기타 _____

자녀가 다니는 학교: _____

설문에 응해주셔서 다시한번 감사드립니다



방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이었습니까? (동그라미로 표시해주세요)



부정적



조심스러운



무관심한



관심있는

다음 내용을 1-5점 중에 하나로 점수를 매겨 주십시오 (여러분의 응답에 동그라미를 쳐주세요)							전혀	매우		
1	이 세션을 통해 제 아이의 학교에 참여하는 방법을 알게 되었습니다	1	2	3	4	5				
2	제 아이와 좋은 관계를 형성하는 방법에 대해 새로운 사실들을 알게 되었습니다	1	2	3	4	5				
3	부모로서 제 아이가 학교에서 성공하는 것을 도와줄 수 있는 역할에 더 자신감이 생겼습니다	1	2	3	4	5				
4	훈육을 보다 효과적으로 할 수 있는 새로운 전략에 대해 배웠습니다	1	2	3	4	5				
5	어려운 문제에 닥쳤을때 제 아이를 도와줄 수 있는 방법에 대해 더 잘 알게 되었습니다	1	2	3	4	5				
6	제 아이가 학교에서 집단 따돌림을 당하게 되면 어떻게 해야 할지 더 잘 알게 되었습니다	1	2	3	4	5				
7	필요한 경우 더많은 도움과 정보를 받는 방법을 알게 되었습니다	1	2	3	4	5				
8	이 세션으로부터 얻은 실질적인 지식과 기술을 응용할 것입니다	1	2	3	4	5				
9	이 세션은 저의 기대감을 충족시켰습니다	1	2	3	4	5				
10	세션 진행자로부터 정보와 도움을 받았습니다	1	2	3	4	5				
11	이 프로그램을 다른 사람들에게도 권하겠습니다	1	2	3	4	5				

전반적으로 이 세션으로부터 얻은 가장 중요한 2가지 사실은:

세션에서 가장 도움이 되지 않았던 부분은 무엇입니까?

다른 의견이 있으면 알려주십시오?

이 세션이 끝난 다음 어떤 기분이었습니까? (동그라미로 표시해 주세요)



걱정됨



자신있음



혼란스러움



만족스러움



생각할 게 많아짐



실망함

인구학적 정보

성별 (선택적): ☐ 남 ☐ 여

방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이었습니까? (동그라미로 표시해주세요)



자녀의 수 (집에서 같이 생활하는 자녀): _____

자녀와의 관계? ☐ 부 ☐ 모 ☐ 조부모님 ☐ 보호자 기타 _____

자녀가 다니는 학교: _____

설문에 응해주셔서 다시한번 감사드립니다



방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이었습니까? (동그라미로 표시해주세요)



부정적



조심스러운



무관심한



관심있는

다음 내용을 1-5점 중에 하나로 점수를 매겨 주십시오 (여러분의 응답에 동그라미를 쳐주세요)						전혀	매우			
1	취학 과정과 이 과정에서 어떻게 제 아이를 도와줄 수 있는지 더 잘 이해할 수 있게 되었습니다	1	2	3	4	5				
2	내 아이의 자신감을 기를 수 있는 새로운 방법을 배웠습니다	1	2	3	4	5				
3	이 세션을 통해 제 아이의 의지력을 기를 수 있는 방법에 대해 더 잘 알게 되었습니다	1	2	3	4	5				
4	제 아이에게 좋은 본보기가 되는 것의 중요성에 대해 잘 알게 되었습니다	1	2	3	4	5				
5	이 세션을 통해 제 아이가 정서적인 지능을 개발하는 것을 도와줄 수 있는 방법을 알게 되었습니다	1	2	3	4	5				
6	이 세션을 통해 제 아이가 학교 졸업 후 선택할 수 있는 진로에 대해 보다 잘 알게 되었습니다	1	2	3	4	5				
7	필요한 경우 더 많은 도움과 정보를 받는 방법을 알게 되었습니다	1	2	3	4	5				
8	이 세션으로부터 얻은 실질적인 지식과 기술을 응용할 것입니다	1	2	3	4	5				
9	이 세션은 저의 기대감을 충족시켰습니다	1	2	3	4	5				
10	세션 진행자로부터 정보와 도움을 받았습니다	1	2	3	4	5				
11	이 프로그램을 다른 사람들에게도 권하겠습니다	1	2	3	4	5				

전반적으로 이 세션으로부터 얻은 가장 중요한 2가지 사실은:

세션에서 가장 도움이 되지 않았던 부분은 무엇입니까?

다른 의견이 있으면 알려주십시오?

이 세션이 끝난 다음 어떤 기분이었습니까? (동그라미로 표시해 주세요)



걱정됨



자신있음



혼란스러움



만족스러움



생각할 게 많아짐



실망함

인구학적 정보

성별 (선택적): ☐ 남 ☐ 여

자녀의 수 (집에서 같이 생활하는 자녀): _____

자녀와의 관계? ☐ 부 ☐ 모 ☐ 조부모님 ☐ 보호자 기타 _____

자녀가 다니는 학교: _____

방금 마친 세션에 대한 여러분의 의견에 대한 설문지를 작성해 주시면 대단히 감사하겠습니다:

세션이 처음 시작될 때 어떤 기분이셨습니까? (동그라미로 표시해주세요)



설문에 응해주셔서 다시한번 감사드립니다

Korean

Evaluation

4



Chúng tôi đón nhận ý kiến đóng góp của bạn về buổi học bạn vừa tham dự. Xin vui lòng điền những thông tin sau:

Bạn cảm thấy thế nào khi bắt đầu buổi học (Xin khoanh tròn)



TIẾU CỤC



LO LẮNG



KHÔNG CẢM THẤY GÌ



THÚ VỊ

Vui lòng cho điểm các câu nhận xét bên dưới từ 1-5 (khoanh tròn câu trả lời của bạn)		Hoàn toàn không rất nhiều				
1	Phần học này giúp tôi hiểu tốt hơn về hệ thống giáo dục của Úc	1	2	3	4	5
2	Phần học này tăng cường kiến thức của tôi về việc trường học kỳ vọng gì ở trẻ em	1	2	3	4	5
3	Tôi cảm thấy tự tin hơn về việc đặt kỳ vọng phù hợp cho con tôi	1	2	3	4	5
4	Phần học này đã cải thiện kiến thức của tôi về các nhân viên chủ chốt và vai trò của họ trong các trường học Úc	1	2	3	4	5
5	Tôi sẽ áp dụng kiến thức thực tế và kỹ năng tôi học được từ phần học này	1	2	3	4	5
6	Tôi biết cách để có thể tìm thêm sự hỗ trợ hoặc thông tin nếu cần	1	2	3	4	5
7	Phần học này đáp ứng được mong đợi của tôi	1	2	3	4	5
8	Tôi thấy người điều phối rất sẵn lòng giúp đỡ và có nhiều thông tin	1	2	3	4	5
9	Tôi sẽ giới thiệu chương trình này cho nhiều người khác	1	2	3	4	5

Nhìn chung, có hai điều quan trọng nhất mà tôi học được từ phần học này là:

Phần kém hữu ích nhất trong phần học là gì?

Bạn có đề nghị gì khác không?

Bạn cảm thấy thế nào sau buổi học? (Xin khoanh tròn)



LO LẮNG



TỰ TIN



BÓI RỐI



HÀI LÒNG



SUY TƯ



THẤT VỌNG

Thông tin cá nhân

Giới tính (không bắt buộc ghi): ☐ Nam ☐ Nữ

Số trẻ em ở nhà: _____

Quan hệ của bạn với trẻ/những trẻ này là gì? ☐ Cha ☐ Mẹ ☐ Người chăm sóc Khác _____

Tên trường học con bạn đi học _____

Cảm ơn ý kiến đóng góp của bạn



Chúng tôi đón nhận ý kiến đóng góp của bạn về buổi học bạn vừa tham dự. Xin vui lòng điền những thông tin sau:

Bạn cảm thấy thế nào khi bắt đầu buổi học (Xin khoanh tròn)



TIẾU CỤC



LO LẮNG



KHÔNG CẢM THẤY GÌ



THÚ VỊ

Vui lòng cho điểm các câu nhận xét bên dưới từ 1-5 (khoanh tròn câu trả lời của bạn)		Hoàn toàn không rất nhiều				
1	Phần học này cải thiện kiến thức của tôi về sự phát triển của trẻ em	1	2	3	4	5
2	Bây giờ tôi đã có hiểu biết tốt hơn về sự phát triển về mặt xã hội và cảm xúc của con tôi	1	2	3	4	5
3	Phần học này cải thiện kiến thức của tôi về sức khỏe tinh thần và phúc lợi của trẻ em	1	2	3	4	5
4	Phần học này cải thiện kiến thức của tôi về tác động tiêu cực (như lạm dụng trẻ em hoặc hình phạt thể xác) có thể gây tổn thương đến trẻ em và việc học hành của chúng	1	2	3	4	5
5	Phần học này cho tôi hiểu được các cách giúp đỡ con tôi kiểm soát được căng thẳng và cảm xúc	1	2	3	4	5
6	Tôi biết cách để có thể tìm thêm sự hỗ trợ hoặc thông tin nếu cần	1	2	3	4	5
7	Tôi sẽ áp dụng kiến thức thực tế và kỹ năng tôi học được từ phần học này	1	2	3	4	5
8	Phần học này đáp ứng được mong đợi của tôi	1	2	3	4	5
9	Tôi thấy người điều phối rất sẵn lòng giúp đỡ và có nhiều thông tin	1	2	3	4	5
10	Tôi sẽ giới thiệu chương trình này cho nhiều người khác	1	2	3	4	5

Nhìn chung, có hai điều quan trọng nhất mà tôi học được từ phần học này là:

Phần kém hữu ích nhất trong phần học là gì?

Bạn có đề nghị gì khác không?

Bạn cảm thấy thế nào sau buổi học? (Xin khoanh tròn)



LO LẮNG



TỰ TIN



BÓI RỐI



HÀI LÒNG



SUY TƯ



THẤT VỌNG

Thông tin cá nhân

Giới tính (không bắt buộc ghi): ☐ Nam ☐ Nữ

Số trẻ em ở nhà: _____

Quan hệ của bạn với trẻ/những trẻ này là gì? ☐ Cha ☐ Mẹ ☐ Người chăm sóc Khác _____

Tên trường học con bạn đi học _____

Cảm ơn ý kiến đóng góp của bạn



Chúng tôi đón nhận ý kiến đóng góp của bạn về buổi học bạn vừa tham dự. Xin vui lòng điền những thông tin sau:

Bạn cảm thấy thế nào khi bắt đầu buổi học (Xin khoanh tròn)



TIẾU CỤC



LO LẮNG



KHÔNG CẢM THẤY GÌ



THÚ VỊ

Vui lòng cho điểm các câu nhận xét bên dưới từ 1-5 (khoanh tròn câu trả lời của bạn)		Hoàn toàn không rất nhiều				
1	Buổi học này chỉ cho tôi cách tham gia vào tuổi thơ của con mình	1	2	3	4	5
2	Tôi học được nhiều cách mới để giúp xây dựng mối quan hệ với con mình	1	2	3	4	5
3	Tôi cảm thấy tự tin hơn về vai trò của cha mẹ trong việc giúp trẻ thành công ở trường học	1	2	3	4	5
4	Tôi đã học được chiến thuật sử dụng kỷ luật một cách hiệu quả	1	2	3	4	5
5	Tôi có kiến thức tốt hơn về cách hỗ trợ trẻ khi gặp phải thách thức khó khăn	1	2	3	4	5
6	Tôi hiểu rõ hơn về cách cư xử khi thấy con mình bị bắt nạt	1	2	3	4	5
7	Tôi biết làm cách để có thể tìm kiếm thêm sự hỗ trợ và thông tin nếu cần.	1	2	3	4	5
8	Tôi luôn áp dụng kiến thức thực tế và kỹ năng tôi đạt được từ buổi học này	1	2	3	4	5
9	Phần học này đáp ứng được mong đợi của tôi	1	2	3	4	5
10	Tôi thấy người điều phối phần học rất sẵn lòng giúp đỡ và có nhiều thông tin	1	2	3	4	5
11	Tôi sẽ giới thiệu chương trình này cho nhiều người khác	1	2	3	4	5

Nhìn chung, có hai điều quan trọng nhất mà tôi học được từ phần học này là:

Phần kém hữu ích nhất trong phần học là gì?

Bạn có đề nghị gì khác không?

Bạn cảm thấy thế nào sau buổi học? (Xin khoanh tròn)



LO LẮNG



TỰ TIN



BÓI RỐI



HÀI LÒNG



SUY TƯ



THẤT VỌNG

Thông tin cá nhân

Giới tính (không bắt buộc ghi): ☐ Nam ☐ Nữ

Số trẻ em ở nhà: _____

Quan hệ của bạn với trẻ/những trẻ này là gì? ☐ Cha ☐ Mẹ ☐ Người chăm sóc ☐ Khác _____

Tên trường học con bạn đi học _____

Cảm ơn ý kiến đóng góp của bạn



Chúng tôi đón nhận ý kiến đóng góp của bạn về buổi học bạn vừa tham dự. Xin vui lòng điền những thông tin sau:

Bạn cảm thấy thế nào khi bắt đầu buổi học (Xin khoanh tròn)



TIẾU CỤC



LO LẮNG



KHÔNG CẢM THẤY GÌ



THÚ VỊ

Vui lòng cho điểm các câu nhận xét bên dưới từ 1-5 (khoanh tròn câu trả lời của bạn)		Hoàn toàn không rất nhiều				
1	Tôi hiểu hơn về việc chuyển trường và cách hỗ trợ con tôi trong giai đoạn này	1	2	3	4	5
2	Tôi học được nhiều cách mới để giúp xây dựng lòng tự trọng của con tôi	1	2	3	4	5
3	Phần học này đã cải thiện kiến thức của tôi về cách tôi có thể giúp con tôi trở nên kiên cường hơn	1	2	3	4	5
4	Tôi có hiểu biết nhiều hơn về tầm quan trọng của việc làm gương tốt cho con tôi	1	2	3	4	5
5	Phần học này đã cho tôi hiểu cách giúp con tôi phát triển trí tuệ cảm xúc	1	2	3	4	5
6	Phần học này đã cải thiện kiến thức của tôi về các chọn lựa cho con tôi sau khi tốt nghiệp ra trường	1	2	3	4	5
7	Tôi biết cách để có thể tìm thêm sự hỗ trợ và thông tin nếu cần.	1	2	3	4	5
8	Tôi luôn áp dụng kiến thức thực tế và kỹ năng tôi đạt được từ phần học này	1	2	3	4	5
9	Phần học này đáp ứng được mong đợi của tôi	1	2	3	4	5
10	Tôi thấy người điều phối phần học rất sẵn lòng giúp đỡ và có nhiều thông tin	1	2	3	4	5
11	Tôi sẽ giới thiệu chương trình này cho nhiều người khác	1	2	3	4	5

Nhìn chung, có hai điều quan trọng nhất mà tôi học được từ phần học này là:

Phần kém hữu ích nhất trong phần học là gì?

Bạn có đề nghị gì khác không?

Bạn cảm thấy thế nào sau buổi học? (Xin khoanh tròn)



LO LẮNG



TỰ TIN



BÓI RỐI



HÀI LÒNG



SUY TƯ



THẤT VỌNG

Thông tin cá nhân

Giới tính (không bắt buộc ghi): ☐ Nam ☐ Nữ

Số trẻ em ở nhà: _____

Quan hệ của bạn với trẻ/những trẻ này là gì? ☐ Cha ☐ Mẹ ☐ Người chăm sóc ☐ Khác _____

Tên trường học con bạn đi học _____

Cảm ơn ý kiến đóng góp của bạn



اينخر حديم
ى خرا ققالع

: طفلك هادلري اللى قنيدرمل اسم

□□□□□ □□□□ □□□□□





الملاحظات استمارة

يُلي ما على البجل الاعلرا. نل اهلضرح اللى لجلسة ابشأن ظنك لبل بجر نر
(البجل لوح نراد حبر جري) لجلسة ١؟ ياللب في لكر عوش كان كيف



□ □ □

□ □ □

□ □

ابدال					رل حوة نراد حبر جري (5 لى 1 من الالة الجمل من لك قرد عطاء جري)
5	4	3	2	1	1
5	4	3	2	1	2
5	4	3	2	1	3
5	4	3	2	1	4
5	4	3	2	1	5
5	4	3	2	1	6
5	4	3	2	1	7
5	4	3	2	1	8
5	4	3	2	1	9
5	4	3	2	1	10

هنا لجلسة هذه من نعلم تهما شديدين أهم عملوا على

الجلسة؟ هذه في أهية الال الجزء هو ما

أخرى؟ ملاحظات أية لديك لي

(البجل لوح نراد حبر جري) لجلسة ١؟ لويتن في لكر عوش كان كيف



□ □ □ □ □

□ □ □

□ □ □ □

□ □ □ □

□ □ □

□ □ □ □ □

شخصية معلومات

ذكر أنثى

☐

(اختر ياري) الجنس

☐

قرا بلك هي ط

البيت في الط فال عد



الط فال/بالب فل

م أ قدج/دج
ايئخر مدقم
ى خرا قلع

☐☐☐

أب

: طفلك هادلري الئي قردرمل اسم

□□□□□ □□□□□





الملاحظات استمارة

يُلي ما على البجل الاعلرا. نل اهلضرح اللى لجلسة ابشان ظنك لعلب بجر نر
(البجل لولوح نراد حبر يجر ي) لجلسة ١٩ يقلب في لكر عوش كان كيف



□ □ □

□ □

□ □ □ □

ابدال					رل حوة نراد حبر يجر ي (5 لى 1 من التالبة الجمل من ل لة جرد عطاء يجر ي)
5	4	3	2	1	1
5	4	3	2	1	2
5	4	3	2	1	3
5	4	3	2	1	4
5	4	3	2	1	5
5	4	3	2	1	6
5	4	3	2	1	7
5	4	3	2	1	8
5	4	3	2	1	9
5	4	3	2	1	10
5	4	3	2	1	11

هنا لجلسة هذه من نعلم تهما شديدين أهم عملموا على

الجلسة؟ هذه في أهية الالجزء هو ما

نها؟ اع اتم علوم ع سما في بغيرت اللى يرخل اضبع الم

أخرى؟ ملاحظات أية لاديك لى

(البجل لولوح نراد حبر يجر ي) لجلسة ١٩ لولفن في لكر عوش كان كيف



□ □ □ □ □

□ □ □

□ □ □ □

□ □ □ □ □

□ □ □

□ □ □ □ □

شخصية معلومات

ذكر أنثى

□

(اختر يار ي) الجنس

□

قرا ب نك هي ط

البيت في الط فال عد

الط فال/ب الط فل

م أ قدج/دج

□

□

□

أب □

اينىچى ھەققىم
يىخرا ئۇقۇلغ

تۇفلىك ھادىلىرى ئالغى قىزىرىلمىلى اسم :

تۇفلىم

3

□□□□□ □□□□ □□□□□



A diagram showing two identical rectangles side-by-side, followed by a vertical line, and then a diamond shape containing a question mark.

ی خراً قلالع

طفلك هادلي التي قرد لم ل اسم _____

Arabic

تقديم

4





Certificate of Attendance

Awarded to

In recognition of your completion of the
Achieving School Success
parenting program

Date

Signed

References

- Aldridge, T** (2015) *Emotional Intelligence in Action: Practical Strategies for developing skills in Children*. Quebec City: The Independent Publisher.
- Alison, S** (2011) *Environmental Factors: Parenting*. San Francisco: Parent Resource Center.
- Australian Government** (2015) *Tips to help your child who is being bullied* [ONLINE] Available at <http://bullyingnoway.gov.au/parents/being-bullied/what-you-can-do.html> [Accessed 11 August 2015].
- Australian Government** (2015) *Schools in Australia* [ONLINE] Available at <https://www.studyinaustralia.gov.au/usa/australian-education/schools> [Accessed 4 August 2015].
- Bartes, G** (2015) *Qualities of Leadership in Economics*. Cambridge: HBR.
- Bass, R** (2012) *Your Developing Child*. York: Premi Press.
- Bernard M., Stephanou, A., Urbach D** (2007) *Australian Scholarships Group Student Social and Emotional Health Report*. Melbourne: Australian Council for Educational Research.
- Blackie, T** (2013) *Bullying: A Shared Understanding*. Los Angeles: School Resources Centre.
- Bloome, J** (2013) *Paradigms of Care*. Honolulu: Island Learning Publishing.
- Board of Studies NSW** (2013) *Transition to School* [ONLINE] Available at <https://k6.boardofstudies.nsw.edu.au/wps/portal/go/parents/transition-to-school> [Accessed 12 August 2015].
- Bodkin, P** (2013) Sydney University Study Reveals Students Who Take Gap Year Enjoy Better Results. *The Daily Telegraph*. Sydney: News Limited.
- Branch, K & Sassen, M** (2013) *Youth Employment Trends*. Wollongong: Time Print.
- Braxish, Z** (2015) *Academia v Social Skills*. Singapore: Global Perspective.
- Brown, Q** (2012) *Child Nutrition and Health*. Sydney: Wellness and Soul.
- Burns, K** 2007 *Contemporary Views on Corporal Punishment*. Hobart: Cave Publishing.
- Cashmore, J & de Haas, N** (1995) *Legal and social aspects of the physical punishment of children*. Canberra: Department of Human Services and Health.
- Center for Child Protection** (2010) *Defining Abuse and Child Neglect*. Austin: Center for Child Protection.
- Centre for Community Child Health** (2008) *Rethinking school readiness* (Policy Brief no. 10) [ONLINE] Available at www.rch.org.au/emplibrary/ccch/PB10_SchoolReadiness_References.pdf [Accessed 8 August 2015].
- Centre for Community Child Health** (2008) *Rethinking the transition to school: Linking schools and early years services* (Policy Brief no. 11) [ONLINE] Available at www.rch.org.au/emplibrary/ccch/PB11_Transition_to_school.pdf [Accessed 8 August 2015].
- Cochran, L & Kush K** (1993) *Enhancing a sense of agency through career planning*. *Journal of Counseling Psychology*, Vol40(4).
- Coleman, A** (2008) *A Dictionary of Psychology* (3 ed.) Oxford: Oxford University Press.
- Colorado Colorin** (2008) *Ways you can help your children succeed in school*. [ONLINE] Available at <http://www.colorincolorado.org/families/school/helpyourkids/> [Accessed 2 August 2015].
- Compus, T** (2011) *Western Schooling Frameworks*. Ontario: Outlook & Insight.
- Cooper, T** (2009) *Lessons in Literacy*. San Francisco: Parent Resource Center.
- Cowan, P., Cowan, C., Ablow, J., Johnson, V., & Measelle, J** (Eds) (2005) *The family context of parenting in children's adaptation to elementary school*. New Jersey: Lawrence Erlbaum Associates.
- Desforges, C & Abouchaar, A** (2003) *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review*. Nottingham: Queens Printer.
- Dodd, A** (2008) *Child Safety in Practice*. Dublin: Carte Blanche.
- Emerson, L., Fear, J., Fox, S., and Sanders, E** (2012) *Parental engagement in learning and schooling: Lessons from research*. A report by the Australian Research Alliance for Children and Youth (ARACY) Canberra: Family-School and Community Partnerships Bureau.
- Farrar, E., Moore, T., & Goldfeld, S** (2007) *School readiness*. Melbourne: Australian Research Alliance for Children and Youth [ONLINE] Available at www.aracy.org.au/publications-resources/area?command=record&id=96&cid=6 [Accessed 6 August 2015].
- Fauch, O** (2011) *AI, EI & IQ: Why It All Counts*. Boston: Standard Issue.
- Foster, S** (2002) *Supporting Brain Development*. Chicago: Neutese Learning & Education.
- Goleman, D** (1998) *Working With Emotional Intelligence*. New York: Bantam Books.
- Goodman, R** (2001) Psychometric properties of the strengths and difficulties questionnaire. *Child Adolescent Psychiatry*, 40(11), 1337-45.
- Grose, M** (2010) *Raising Mentally Healthy Kids*. *The Daily Telegraph*. Sydney: News Limited.
- Harvard University, Center on the Developing Child** (2015) *Key Concepts: Toxic Stress* [ONLINE] Available at http://developingchild.harvard.edu/key_concepts/toxic_stress_response/ [Accessed 12 August 2015].



- Havinghurst, S & Harley, A** (2012) *Tuning in to Teens Program Manual*. Melbourne: University of Melbourne.
- Hearty, G** (2013) *Understanding Stress in Children*. New Jersey: Teacher Resourcing.
- Henderson, A and Berla, N** (1994) *A New Generation of Evidence: The Family is Critical to Student Achievement*. Washington: National Committee for Citizens in Education.
- Hill, N & Tyson, D** (2009) Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. *Developmental Psychology*. Vol. 45, No. 3, 740–763.
- January, J** (2010) *Confidence in Person*. London: Harper Educational.
- Kelly, Y** (2014) Behavioural Disorders. *Journal of Social Wellbeing*, 11, 48-73.
- Mackay, L** (2015) *Cultural Perspectives on Parenting*. Dunedin: Oleader.
- Martin, G., Swannell, S., Harrison, J., Hazell, P., & Taylor, A** (2010) *The Australian National Epidemiological Study of Self-Injury*. Brisbane: Centre for Suicide Prevention Studies: Brisbane, Australia.
- Matheson, R** (2006) *Engaging Parents and Carers in Classroom*. Cardiff: Wales Printing.
- Meredith, V** (2014) *Corporal Punishment: Key Issues* [ONLINE] Available at <https://aifs.gov.au/cfca/publications/corporal-punishment-key-issues> [Accessed 2 August 2015].
- Morgan, B** (2009) *Developing Self-esteem in Children*. Arkansas: State Publishing Service.
- National Institute of Mental health** (2011) *Understanding Mental Health in the context of brain development*. Brussels: NIMH Press.
- NSW Department of Education and Communities** (2015) *Supporting Students* [ONLINE] Available at <http://www.schools.nsw.edu.au/studentsupport/behaviourpgrms/antibullying/> [Accessed 1 August 2015].
- NSW Government Education** (2015) *Opportunity class placement* [ONLINE] Available at www.schools.nsw.edu.au/opplacement [Accessed 22 August 2015].
- Pardy, K** (2014) *Youth Mental Health: Contemporary Concerns*. Manchester: Reutrig Publishing.
- Patterson, G & Chamberlain, P** (1994) A functional analysis of resistance during parent training therapy. *Clinical Psychology: Science and Practice*, 1, 53-70.
- Pearce, L** (2014) *Discipline Around the World & What Works*. London: Taverner Associates.
- Penman, J** (1999) *Managing Stress*. Sydney: Hare Vision and Wellness.
- People for Education** (2012) *Tips for Parents: Parent involvement makes a difference* [ONLINE] Available at <http://www.peopleforeducation.ca/wp-content/uploads/2012/04/success-parents-print.pdf> [Accessed 4 August 2015].
- Perry, B** (2004) *Maltreated Children: Experience, Brain Development, and the Next Generation*. New York: W.W. Norton.
- Queen, B** (2013) *The New Discipline*. New York: All In Publishing.
- Ragani, T** (2006) *The Force Behind Motivation*. Auckland: University Press.
- Rickertson, L** (2011) *Best Practice in Parent Model Facilitations*. Newcastle: Parent Press.
- Riggings, K** (2003) *Family Life*. Glasgow: Lifeworks.
- Rosier, K & McDonald, M** (2011) *Promoting positive education and care transitions for children*. Melbourne: Australian Institute of Family Studies.
- Rostney, H** (2015) *Trialling Parenting Approaches*. Suva: FIU.
- Saad, K** (1999) *Early Childhood Development*. York: Premi Press.
- Sanagavarapu, P & Perry, B** (2005) Concerns and expectations of Bangladeshi parents as their children start school. *Australian Journal of Early Childhood*, 30(3) 45–51.
- Sanders, M & Lawton, J** (1993) Discussing assessment findings with families: A guided participation model of information transfer. *Child and Family Behaviour Therapy*, 13, 452-461.
- Sidonne, M** (2009) *An Educational context*. Edinburgh: Queen Margaret University.
- Smart, D., Sanson, A., Baxter, J., Edwards, B., & Hayes, A** (2008) *Home-to-school transition for financially disadvantaged children: Summary report*. Sydney: The Smith Family and Australian Institute of Family Studies.
- Smith, E & Mackie, D** (2007) *Social Psychology* (Third ed.) Hove: Psychology Press
- The National Child Traumatic Stress Network** (2015) *The Effects of Trauma on Schools and Learning* [ONLINE] Available at <http://www.nctsn.org/resources/audiences/school-personnel/effects-of-trauma> [Accessed 11 August 2015].
- Thompson, A** (2013) *Involving Parents in Education and Learning*. New Orleans: UTSQC.
- Timmins, M** (2013) *Principles of Effective Discipline*. Manchester: MSU Printing.
- Tobin, S** (2009) *Parenting with Purpose*. Boston: Standard Issue.
- Treatment and Services Adaption Center** (2015) *How Does Trauma Affect Children?* [ONLINE] Available at <https://traumaawareschools.org/impact> [Accessed 11 August 2015].
- Turner, K., Markie-Dadds, C., & Sanders, M** (2010) *Facilitator's manual for Group Triple P* (3rd ed). Brisbane: Triple P International Pty. Ltd.
- Tusla Child Protection and Welfare Committee** (2001) *Tusla Child Protection and Welfare Practice Handbook*. Johannesburg: Tusla & Emirates Printing Service.
- Walker, R** (2015) *Exploring Mental Health*. Adelaide. Teen Aware Publications.

