

# Preparing for a parent workshop or meeting

The time frame, people, resources, and requirements for a parent consultation.

Suggested activities for a 2-hour session	Resources required <small>(Formatted handouts are in sections 2 and 3 – these can be adapted for school use)</small>
<p><b>Greeting and introductions</b></p> <p><i>Open the meeting in an appropriate manner for the people attending.</i></p> <p><i>Consider size of audience, location, and who is attending.</i></p> <p>Cover housekeeping and other instructions e.g. health and safety.</p>	<p>PowerPoint presentation (PPT)</p>
<p><b>Set the agenda</b></p> <p><i>Timing, structure, process, what will be covered.</i></p>	<p>Agenda</p>
<p><b>Introduction to a health education consultation:</b></p> <ul style="list-style-type: none"> <li>▪ Explain why schools must consult about health education.</li> <li>▪ Summarise how the school is collecting feedback.</li> <li>▪ Explain what they are asking attendees to do.</li> </ul>	<p>Summary of school requirements for consultation Handout (optional)</p>
<p><b>Health Education in the NZ Curriculum video with discussion questions:</b></p> <p>Explain that the Health Education in the NZ Curriculum video provides a summary of health education. Help participants discuss their ideas about health education (using the questions that appear in the video).</p> <p>OPTION 1</p> <ul style="list-style-type: none"> <li>▪ Screen the 5-minute video in full and then ask parents in groups to discuss the questions raised.</li> </ul> <p>OPTION 2</p> <ul style="list-style-type: none"> <li>▪ Screen the video in 3 segments, allowing time to discuss the questions after each segment (which may cover 2 questions).</li> </ul> <p>Share ideas with the group.</p>	<p>Activity instruction Video complete OR in segments – embed in PPT or separate link A suitable system for streaming/playing and viewing video Handout – discussion questions linked to video</p>

<b>Activities to inform parents and community about health education</b>	<b>Resources required</b>
<p><b>Overview of health education in the NZC</b></p> <ul style="list-style-type: none"> <li>▪ Explain the main features of the HPE learning area. Refer to the video and previous discussion where you can.</li> <li>▪ Briefly explain health education opportunities at NCEA level (if offered at the school).</li> </ul>	<p>Summary of main points about health education in the NZC</p> <p>Summary of NCEA – matrix of Ach Std titles</p> <p>Handout – NZC overview</p> <p>Handout – NCEA overview</p>
<p><b>Overview of the school’s health education programme</b></p> <ul style="list-style-type: none"> <li>▪ Explain the reason for the topics or units, (or how the programme is designed), what factors are considered (ie. student learning needs – and how the school knows this, learning pathways, NZC policy requirements, resourcing, topical and local issues, and student interest, etc.)</li> <li>▪ Encourage questions and feedback on the programme.</li> </ul>	<p>Summary of main topics or units at each level</p> <p>Handout – overview of the health education programme – this may have been sent out prior to the meeting</p>
<p><b>How teachers teach health education</b></p> <ul style="list-style-type: none"> <li>▪ Explain teacher practice in health education. Refer to the video and previous discussion where relevant.</li> </ul> <p><b>Critical thinking scenarios and activity</b></p> <ul style="list-style-type: none"> <li>▪ Highlight critical thinking as important and a capability expected of all students. Give each group a ‘wellbeing’ scenario and discussion questions – allow 5-10 minutes for activity. Depending on the time, allow groups to discuss 2 or 3 scenarios.</li> <li>▪ Invite feedback about how this compares to their own schooling experiences in health education.</li> </ul>	<p>Summary of points about the way teachers teach</p> <p>Summary of the main purposes and features of critical thinking</p> <p>Activity instruction</p> <p>Handouts – scenarios and questions</p>

Activity for collecting feedback for the consultation	Resources required
<p><b>Review the school's draft delivery statement</b></p> <ul style="list-style-type: none"> <li>▪ Explain that parents are being consulted about the draft delivery statement. Make copies of this available.</li> <li>▪ Allow time to read the statement and ask questions.</li> <li>▪ Ask parents to discuss the statement in groups using the questions provided, and record main ideas from their discussion (positive and negative).</li> </ul>	<p>Activity instruction Handout – draft delivery statement – this may have been sent out prior to the meeting Handout – recording sheet (based on survey items)</p>
<p><b>Review the overall health education programme</b></p> <ul style="list-style-type: none"> <li>▪ Explain that the overview of the health education programme is part of the consultation – the broad intents, not the detail. Make copies of this available to all.</li> <li>▪ Allow time to read the overview, considering the delivery statement and other information, and ask questions for clarification.</li> <li>▪ Ask parents to discuss the statement in groups using the questions provided, and record main ideas from their discussion (positive and negative).</li> <li>▪ Answer questions, or ask parents to write down any concerns, collect these and offer to provide feedback later – either individually or made available online for the group.</li> </ul>	<p>Activity instruction Handout – overview of the health education programme  Handout – recording sheet (based on survey items related to the programme overview)</p>
<p><b>How the feedback will be used</b></p> <ul style="list-style-type: none"> <li>▪ Explain how feedback, and other consultation data may be used to make modifications to the delivery statement and the programme overview (if the need has been identified and is consistent with education policy).</li> <li>▪ Explain what will be shared, when and how they will be notified of the outcomes.</li> </ul>	<p>Summary of how participant feedback will be considered and how any revised documents will be made available</p>

Closing	Resources required
<p><b>Summary of meeting</b></p> <ul style="list-style-type: none"> <li>▪ Highlight key points from the meeting.</li> <li>▪ Invite attendees to provide further feedback e.g. survey form provided.</li> <li>▪ Explain how to access the video and materials.</li> </ul> <p>Identify how to get more information or provide a list of information sources (e.g. NGOs and other wellbeing support or advocacy group websites – personalise this for the school community and the programme.)</p>	<p>URL to school website where materials used in the meeting can be accessed Who to contact for further information? Optional – make available the survey form from section 3 for anyone wishing to provide individual feedback, along with online access to the materials used in this meeting Handout of other information sources (optional)</p>
<p><b>Thank you and farewell</b></p> <ul style="list-style-type: none"> <li>▪ Thank attendees for their contributions.</li> <li>▪ Close the meeting in an appropriate manner.</li> </ul>	

## Other ways to use resources and video

Parent-teacher meetings (e.g. report evenings, student-parent-teacher conferencing), sports and cultural events do not have the focus of a dedicated workshop, but they may provide another way to access parents.

### Suggestions

In a waiting areas/foyers:

- Set up a display with examples of student-learning artefacts. Head the display with a 'health education' banner and invite viewers to participate in the consultation process.
- Screen the Health Education in the NZ Curriculum video, either on a computer or projected onto a screen.
- Have the draft delivery statement and programme overview available in a large format and displayed, and/or as a handout. Add some prompt questions about health education.
- Write consultation questions on A2 sheets of paper and hang these on the walls of the school entrance or during parent-teacher-student meetings. Parents write responses on post-its and stick them on the sheets.
- Provide a survey about the draft delivery statement and programme overview to fill out at the event, OR a takeaway sheet with a URL to go online, get more information and give feedback.
- Have students and teachers available to talk with parents and collect feedback.