

PARENT AGENDA



School Year 2024 – 2025

LEON ŠTUKELJ INTERNATIONAL SCHOOL

Klinetova ulica 18,
2000 Maribor SLOVENIA

<https://www.os-leon.si/international-school-maribor/>

Contents

1 ENQUIRIES AND CONTACT DETAILS, INTERNATIONAL DEPARTMENT OFFICE HOURS	2
2 WELCOME TO LEON ŠTUKELJ INTERNATIONAL SCHOOL	2
3 SCHOOL FACILITIES & SERVICES	3
4 ACCESS TO THE CODE OF CONDUCT AND OTHER SCHOOL POLICIES	4
5 PARENT/SCHOOL COMMUNICATION	4
6 ENGLISH AS AN ADDITIONAL OR SECOND LANGUAGE (EAL/ESL) PROGRAMME	5
7 MOTHER TONGUE AND OTHER LANGUAGES	5
8 PARENT-TEACHER ASSOCIATION (PTA)	5
9 CATERING INFORMATION	6
10 BOOKS AND SCHOOL SUPPLIES	6
11 IMPORTANT DATES AT LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR	7
12 PRIMARY YEARS PROGRAMME	7
13 MIDDLE YEARS PROGRAMME	8
13 ROUTINES AND PROCEDURES	9
DAILY SCHEDULES & TIMETABLES	9
MORNING SCHOOL DROP-OFF AND AFTERNOON PICK-UP	9
ABSENCES AND LATENESS	9
14 BREAKS AND RECESS BREAK	10
SCHOOL HOLIDAYS	10
MONEY AND VALUABLES	10
MOBILE PHONES	10
PHYSICAL EDUCATION	10
15 MEDICAL CARE AND EMERGENCY	11
16 BIRTHDAY CELEBRATIONS	11
17 ASSESSMENT & GRADING REPORTING PROGRESS	11
REPORTS	11
CONFERENCES	12
THE PORTFOLIO	12
18 MIDDLE YEARS PROGRAMME	12
19 ADVANCEMENT TO THE NEXT ACADEMIC YEAR	13
20 IB LEARNER PROFILES	13
21 INDIVIDUAL TEACHER PARENT WEEKLY CONFERENCES	16

1 ENQUIRIES AND CONTACT DETAILS, INTERNATIONAL DEPARTMENT OFFICE HOURS

MAIN OFFICE HOURS

Monday to Friday; 7:30–9:30, 12:30-13.30

Secretary: Ms Andreja Cafuta

Tel. number: +386 (0)2 420 64 11

e-mail: andreja.cafuta@os-leon.si

ACCOUNTS OFFICE

Monday to Friday; 7:30–9:30, 12:30-13.30

Accountant: Ms Nataša Ilijevec

Tel. number: +386 (0)2 429 53 60

HEAD OF THE INTERNATIONAL DEPARTMENT

Ms Natalija Anders

Tel. number: +386 (0)2 27070051

e-mail: international.school@os-leon.si

PRIMARY YEARS COORDINATOR

Ms Natalija Anders;

Tuesday, 9:10–9:55

e-mail: natalija.anders@os-leon.si

MIDDLE YEARS COORDINATOR

Ms Tina Lešnik

Tuesday 10.10 - 10.55

e-mail: tina.lesnik@os-leon.si

2 WELCOME TO LEON ŠTUKELJ INTERNATIONAL SCHOOL

Dear families and community members. We are delighted to welcome you to Leon Štukelj International School. We believe that education is the key to success and our school provides a unique opportunity for your child to receive a well-rounded education that will prepare them for the future. We are thrilled to announce that the school is a candidate school* for the PYP and is pursuing authorization as one of the IB World Schools, which are members of the International Baccalaureate Organisation (IBO). This is a non-profit educational foundation based in Switzerland, that works with schools, governments and international organizations to develop challenging programmes of international education with rigorous assessment. IB World Schools share a common philosophy - a commitment to high-quality, challenging, international education that we believe is important for our students. We offer Primary and Middle Years educational programmes for students aged 6 - 16. Within these programmes, we offer a comprehensive, inquiry-based and student-centred approach to teaching and learning. We focus on the total growth of the developing child – intellectual, physical, emotional and social, which we monitor and scaffold with rigorous and holistic assessment. Beyond intellectual rigour and high academic standards, we place a strong emphasis on the ideas of intercultural understanding and respect, responsible communication and citizenship, as well as cooperation with schools and institutions both in Slovenia and abroad, in order to create a better and more peaceful world.

I look forward to welcoming you and your family to Leon Štukelj International School.

Head of International Department

3 SCHOOL FACILITIES & SERVICES

- Individual Classrooms: Homeroom classrooms are equipped with their own PC, internet access and LCD projector. Students visit other rooms for specialised subjects such as PHE, Science, Arts, Design and Technology.
- A library with a dedicated space to study: it holds a large collection of books in different languages. It's a place for studying, collaborative work. It is used to showcase students' achievements (exhibitions, posters...).
- An outdoor classroom placed under the trees. Additionally, there are raised beds, a sensory path and a herb garden. An outdoor classroom is intended for hands-on learning about gardening, sustainability, and self-sufficiency.
- A classroom specially equipped for Arts, which enables students to try different techniques in a safe environment.
- A physical education facility, including a gym and outdoor courts, enables PHE teachers to deliver quality physical education lessons across various activities such as ball games, gymnastics, athletics, and team sports.
- Specialized facility for Design and technology dedicated to technical work and scientific knowledge. This classroom enables working with different tools and materials in a safe environment.
- Our in-house kitchens provide breakfast, morning snacks and mid-afternoon snacks; as well as preparing and serving hot lunchtime meals.
- The school also houses a dietician, an educational psychologist, specialist pedagogues and school counsellors to cater to the specific needs of the students.

4 ACCESS TO THE CODE OF CONDUCT AND OTHER SCHOOL POLICIES

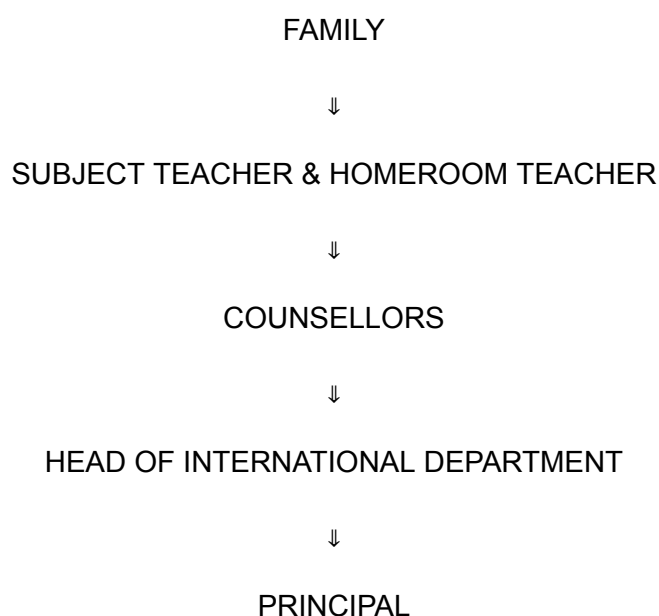
Electronic versions of the Code of Conduct and other school policies are available on the school's website.

<https://www.os-leon.si/international-school-maribor/>

1. Mission & Philosophy Statement
2. Academic Honesty Policy
3. Admission Policy
4. Assessment Policy
5. Inclusion Policy
6. Language Policy
7. Code of Conduct

5 PARENT/SCHOOL COMMUNICATION

The school's administration and teaching staff believe that close communication between the school and parents is essential for the school's effective operation. If a problem arises or you need additional information, please contact the school immediately. Concerns should be addressed at their source. Constructive collaboration between parents and the school is highly important.



6 ENGLISH AS AN ADDITIONAL OR SECOND LANGUAGE (EAL/ESL) PROGRAMME

Our student population can be very diverse therefore we provide education to children of many different nationalities whose level of English proficiency varies greatly. Some possess no or very little English when they arrive and some are even foreign to the Roman alphabet. The school's main objective is to assist students, whose primary language is not English, to acquire the social and academic language needed to integrate successfully into all mainstream classes and school life, with their peers, as soon as possible. To best assess students' English language abilities and ensure the appropriate language support, language placement interviews may be organised for students during the application process. Students may also be assessed on entry by an evaluation panel made up of language specialists and then on an ongoing basis by the homeroom teachers and an EAL teacher, to be re-integrated into their class once they have acquired a sufficient level of English to be able to function socially. This is agreed upon by the homeroom teacher and the EAL teacher, based on their judgements.

Primary Years Programme (grades 1-5)

In the primary years, EAL is offered at the beginner level, during core English lessons.

Middle Years Programme (grades 6-10)

Beginner students receive EAL classes during mainstream English lessons – Language and Literature (4 hours per week). Intermediate students are integrated into core English lessons – Language and Literature and get an additional 1 to 2 English lessons each week, before or after school.

7 MOTHER TONGUE AND OTHER LANGUAGES

We strongly encourage parents to continue providing instruction of the mother tongue to their children. To facilitate this, we will provide a classroom after school for any groups of parents who want to organize lessons with a teacher they arrange.

8 PARENT-TEACHER ASSOCIATION (PTA)

The PTA is an association of parents and teachers who work together for the well-being of our children and the school. Every parent or guardian who has a child in the school has the opportunity to become an active member of the association. The PTA provides a very important communication link between the parents and the school and a continuing positive representational presence of parents in the day-to-day activities of the school.

Purpose of the PTA

- To promote the welfare of children in the school and community
- To provide support to the parents through orientation, education and other services

- To create friendly and social relationships and promote communication between the school staff and parents, so that the parents and teachers may cooperate actively in the education of the students.
- To advance the education of the students at the school by assisting in special projects and activities and providing funding for activities that are not normally provided through the school budget.

Elected parent to represent International School in the School Parent-Teacher Association is Ms Aida Mitrović

9 CATERING INFORMATION

Meals for Grades 1 – 10: snacks and lunches are available for grades 1- 9 for a fee:

<https://www.os-leon.si/wp-content/uploads/2024/08/SCHOOL-MENU-SEPTEMBER-2024-web.pdf>

Students of 1st - 5th Grade have the option of breakfast and afternoon snack, whilst all students from Grade 1- 10 have the option of morning snack and lunch.

Breakfast is served at 7.30 am, mainly for students in Grades 1 and 2. Morning snack is from 9.50 to 10.10 for PYP and MYP students. Lunch starts at 11.50 and finishes at 2.15. Students go to lunch after their last lesson.

Parents can cancel school meals by contacting the school office or by e-mail: **prehrana.odjava@gmail.com**. Lunch and afternoon snacks are cancelled on time (including in the event of illness or exceptional circumstances) if they are cancelled by 8.00 on the day of the pupil's absence. However, the cancellation of breakfast and morning snacks will be considered ON THE FOLLOWING DAY.

As part of the ECO SCHOOL, HEALTHY SCHOOL project, the school provides healthy, varied, balanced, safe, secure and tasty food. Students who experience health issues, e.g., diets or allergies to certain foods, can apply for a dietary diet. Parents must bring their child's medical certificate and a recommendation letter from a Slovenian paediatrician to the School Nutrition Manager, Ms Kaja Trlep. The student's diet will be arranged. Students are provided with seasonal fruit and bread in the canteen and also Fruit Scheme provided by Ministry of Education.

10 BOOKS AND SCHOOL SUPPLIES

All textbooks, library books and magazines are available for students' use at no extra cost. The school expects these materials to be treated with great care. The condition of the books is recorded at the start of the school year and students should return their books in a similar condition. In case of damage, parents may be sent a bill to cover the cost of replacement. School fees also cover the use of any stationery required by teaching staff and any equipment required for specialist study of school subjects. Students should provide their own writing and school materials to be equipped for their lessons.

11 IMPORTANT DATES AT LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR

First school day 2. 9. 2024

Autumn Holidays 28. 10. – 1. 11. 2024

New Year Holidays 25. 12. – 2. 1. 2025

1st term report cards 3. 2. – 7. 2. 2025

National holiday (Prešeren) 8. 2. 2025

Winter Holidays 17. 2. – 21. 2. 2025

Easter Monday 21. 4. 2025

May Holidays 27. 4. - 2. 5. 2025

2nd term report cards 24. 6. 2025

End of the school year 24. 6. 2025

Summer Holidays 26. 6. – 31. 8. 2025

12 PRIMARY YEARS PROGRAMME

Leon Štukelj International School is a candidate school* for the PYP and is pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students. Students from Grades 1 to 5 are a part of the Primary Years Programme (PYP). It combines the best research and practice from a range of national education systems, together with a wealth of knowledge and experience derived from international schools - resulting in a highly relevant and engaging educational programme. The Primary Years Programme is a transdisciplinary programme of international education designed to foster the development of the whole child and offers a comprehensive, inquiry-based approach to teaching and learning. Children have to find answers to their own inquiries.

The three basic questions that students have to deal with daily are:

- What do we want to learn?
- How best will we learn?
- How will we know what we have learned?

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

Within the framework of the PYP programme, students in classes 1 - 5 learn through concepts in six TRANSDISCIPLINARY THEMES per school year. These transdisciplinary units aim to weave together subject-specific knowledge with a focus on the teaching of concepts, developing greater skills, positive attitudes to learning and life, and developing of

the Learner Profile Attributes that underpin the PYP programme. Every year students delve into different concepts and different topics regarding these 6 transdisciplinary themes, all according to the stage, phase and cognitive development of the students.

Transdisciplinarity is the key approach to binding together subject-specific knowledge in the following areas: English, Mathematics, Science & Social Studies, Foreign Languages (Slovenian, German or French), Visual Arts, Music, ICT, Physical Education, Personal & Social Development.

<https://www.ibo.org/programmes/primary-years-programme/>

13 MIDDLE YEARS PROGRAMME

The Middle Years Programme (MYP) is a five-year program designed for students aged 11-16. It provides an educational approach that includes traditional school subjects while going beyond them. The MYP emphasizes the interconnectedness of various disciplines, promoting a holistic view of knowledge. Students are encouraged to develop intercultural awareness and a deep understanding of their history and traditions.

The IB Middle Years Programme consists of eight subject groups: Language Acquisition (Slovenian and German); Language and Literature (English – Language of Instruction); Individuals and Societies (Geography/History); Sciences (Biology, Chemistry, Physics); Mathematics; Arts (Visual, Musical, Performing); Physical and Health Education; Design

At Leon Štukelj International School Maribor students from Grade 6 to Grade 10 are part of the MYP (Years 1 to 5). It offers an educational approach that embraces, yet transcends, traditional school subjects. While insisting upon a thorough study of the various disciplines, the MYP accentuates the inter-relatedness of them and so advances a holistic view of knowledge. Students are encouraged to develop intercultural awareness and a genuine understanding of their history and traditions.

The IB Middle Years Programme consists of eight subject groups:

- Language acquisition,
- Language and literature,
- Individuals and societies,
- Sciences,
- Mathematics,
- Arts,
- Physical and health education,
- Design.

13 ROUTINES AND PROCEDURES

DAILY SCHEDULES & TIMETABLES

The school day begins at 8.15 for all grades but concludes at different times according to the grade. An afternoon programme for grade 1-5 students is available until 4:00 p.m. (or in a joint group with national students until 4:50) for an additional fee (see 'School Tuition Fees'). Please be informed that children who remain at school and are not part of the afternoon programme will be unsupervised, therefore, parents should make provision to have their child(ren) leave the school grounds after their school day is over. PYP students are not allowed to wait for their parents in the library. MYP students may wait in the reading room, but only if they study or do their school work there and if they follow library reading room rules and procedures. Linger by the lockers and in the halls is not allowed. Please note that if a child from the PYP finishes school earlier than a sibling from the same programme, this child is permitted to join the afternoon programme to wait for his/her sibling, at no extra cost, on that day, until his/her sibling finishes regular lessons.

MORNING SCHOOL DROP-OFF AND AFTERNOON PICK-UP

In the morning, parents should not drop their children off before 8:10 a.m. unless otherwise specified by the school. We ask that parents be punctual when picking their children up at the end of the school day. Children should wait for their parents in the entrance hall. If their parents are late (more than 10 minutes), students should report to the office. Parents should telephone the school if they are late. If students are to go home on their own, they should do so swiftly and not linger in the school. Children should not wait in the car park!

If parents want to pick up their child from the afternoon programme before the end of the programme, they can do so every 15 minutes, but they have to inform the afternoon programme teachers. If somebody else picks up the child(ren), parents must inform the school/homeroom teacher in advance in written form.

PARENTS IN THE SCHOOL BUILDING

The school is closed for parents, except for individual interviews, meetings, workshops for parents and school events. Parents should bring and wait for their children in the entrance area. Young children are taken to their classrooms by teachers on duty. When parents have any business in the school, they should report to the receptionist.

ABSENCES AND LATENESS

Regular and punctual daily attendance is expected of all students. Records of the student's daily attendance and lateness are maintained by the school and are reported in the final report card: number of lessons absent (excused/unexcused) and number of times late. According to our Assessment policy students should have at least 75 % attendance to get a full report card. For absences longer than five days, a medical certificate should be provided. First, second lateness: The homeroom teacher warns the student orally and makes a written note. Third and further lateness: The homeroom teacher gives a student an unexcused lesson and informs parents orally or in written form. The school should be informed by phone by 8.00 a.m. if a child will be absent and in writing when the child returns to school.

14 BREAKS AND RECESS BREAK

Students must follow all school rules during break time and when in the school building. When the weather is good all the PYP students must go outside. Nobody is allowed to stay in the classrooms. The MYP students are encouraged to join their Slovenian schoolmates in the central playground or sports pitches outside.

SCHOOL HOLIDAYS

Normally, during the school year, there are four separate weeks of holidays. These breaks allow all to rest and to some, to catch up. Because many of our students are from outside Slovenia, some return to their native countries to visit. We strongly recommend that parents and students think very carefully about extending these weekly holidays because the students can fall behind in their studies very quickly. The students who take extended holidays are asked to catch up immediately upon their return and to do all the required work for the time they were absent. Teachers will not be responsible for the students falling behind, and it may be reflected in the student's final grades. Please note that special permission has to be requested from the principal for a student to be granted leave. Not more than five days a year are permitted.

MONEY AND VALUABLES

Students should not bring large sums of money or other valuables to school. The school does not take responsibility for any lost or stolen personal property.

MOBILE PHONES

If students bring their mobile phones into the school building, PYP students must turn them off and keep them in their school bags in their classrooms, and MYP students must keep them in their lockers or at the teacher's box in the classroom. Students are not allowed to use mobile phones during school time – even during breaks. Mobile phones will be confiscated and will only be returned to the parent or guardian. If a student needs to make an urgent telephone call, they must do it in the office of the international department. If parents need to contact their children during school time, they should call the office.

PHYSICAL EDUCATION

All students must participate in all PHE lessons wearing appropriate clothing. In case of illness, a note from the parents is required for the student to be withdrawn from the lesson. Students who cannot attend PHE classes for medical reasons must produce a medical certificate.

LOCKERS

Good behaviour is requested at all times in the cloakroom area. Lockers must be kept tidy and doors closed. MYP students will also have the use of individual lockers for their books and clothes. They will be given a key at the beginning of the year for opening and locking them. If the key gets lost, the appropriate fee needs to be paid to get a duplicate. The cost varies due to company's price list (in the year 2023/2024 the cost was 4,5€ per key). Students arrange that with their homeroom teachers.

15 MEDICAL CARE AND EMERGENCY

Procedures

- Do not send medicines to the school except when necessary.
- All medicines must be handed to the teacher in the morning, with clear written instructions as to when and how they should be used. All medicines must be marked with the child's name.
- If a child is taken ill during the day, we will take care of him/her and keep him/her warm and comfortable. He/she will be settled in a quiet area to rest. We will notify parents immediately so that the child can be taken home. However, if the child is unwell, is running a temperature in the morning, has sore eyes, or has a very bad cold and cough, he/she should not be sent to school. Parents must notify the school immediately if a child has an infectious illness.
- We take all possible precautions, but accidents can occur from time to time. We will administer First Aid to any injured child. If further treatment is needed, we will notify the parents or the "emergency contact" number and a doctor.
- In case of an outbreak of head lice in our department, we will check all students' hair. If necessary, we will ask students to stay at home until they provide medical certificates to show that they are lice-free.

16 BIRTHDAY CELEBRATIONS

To avoid food poisoning and ensure our students' safety, these rules must be followed:

- If parents want their child to celebrate a birthday in the school, they must make arrangements with the teacher in advance.
- No homemade food is permitted.
- Parents and teachers should check whether the food parents bring for the celebration is fresh and does not contain allergens applicable to their students (class). Teachers must keep the packaging for three days.

17 ASSESSMENT & GRADES REPORTING PROGRESS

Good communication between teachers, parents and students ensures that students get the maximum support and encouragement during their time at school. Information about a student's progress and success is regularly shared with parents through:

REPORTS

Reports are sent home, via the students, at the end of each term; parents have to sign an acknowledgement note upon receipt of the reports, which will be brought back to school by their child(ren). Primary Years reports consist of comments describing the progress, effort and behaviour of the pupil during that term and information about the student's achievement being below/at/or above the grade level. Middle Years reports consist of comments describing the progress, effort and approaches to learning skills of the students in individual subjects during that term. The final report includes a final grade for each of the subjects.

CONFERENCES

Students and parents should not hesitate to contact the teachers to discuss progress and achievements. Students should always feel free to ask for a meeting time with any of the teachers and should arrange for these interviews directly with the teacher. Parents can also meet with the teachers at a specific weekly conference hour, according to the list provided in September. Parents are also welcome to make special arrangements with teachers to meet at other times.

THE PORTFOLIO

The portfolio is a living, growing collection of a student's work. Its overall purpose is to enable the students to demonstrate their achievements to others and reflect on their learning and process. Thus, students become active participants in the learning process and its assessment.

Student-led portfolio Conferences are great for showing the progress of each student during the school year. It helps parents to constructively learn about how their child is performing in school. On Portfolio Days, students, using their portfolios, show parents some of their work, and explain their challenges, grades, and progress. Students conduct and lead the conference. If necessary, teachers are available for clarification, positive reinforcement and help. Primary-year students are not given grades as such but are rather assessed based on their achievements and working skills being below/at/or above the grade level.

18 MIDDLE YEARS PROGRAMME

Teachers organise continuous assessments throughout the programme according to specified assessment criteria that correspond to the objectives of each subject group. Regular school assessment and reporting play a major role in:

- the students' and parents' understanding of the objectives and assessment criteria,
 - the students' preparation for the final assessment,
 - the development of the curriculum according to the principles of the programme.
- Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group. These include open-ended, problem-solving activities, investigations, organised debates, hands-on experimentation, analysis and reflection. In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment. The recording and reporting of individual levels of achievement are organised in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group. Grading starts in the Middle Years and follows a system based on the criteria and a scale of 1-7 as set by the IBO. At the beginning of the school year students get detailed information on each subject and keep it in their folders to refer to at any time.

19 ADVANCEMENT TO THE NEXT ACADEMIC YEAR

Generally, students are automatically advanced to the next academic year. If, however, they have a great deficiency in their knowledge or skills, and therefore will have major difficulties in the next academic year, the administration, teachers and parents come to a common agreement as to whether or not the student can be advanced. This is an option only if the student has a medical or any other relevant reason, or shows a positive attitude towards learning and does not have to rewrite exams in more than three subjects to be advanced. Two periods will be allocated each year for rewriting exams, the last week of June and the last week of August. Parents of Grade 8 students are advised to contact the various schools offering high school education for their specific entrance requirements.

20 IB LEARNER PROFILES

We have decided to focus on the 10 IB Learner Profile Attributes, which help us all become responsible members of local, national and global communities. We truly believe that developing these 10 areas will have a positive impact on our wellbeing, and the school atmosphere, as well as, help the broader community. Below you can read what each learner profile stands for and how you can help your child develop in these areas. As children often mimic our behaviour, we must regularly demonstrate these attributes. By doing so we play a big part in raising individuals who will help to create a better and more peaceful world.

INQUIRER - students who are INQUIRERS are curious about the world. They can conduct research independently. They love learning and discovering new things and will carry this love of learning with them throughout life.

- Encourage areas of your child's interest by visiting the library to borrow books that explore these topics.
- Develop an understanding of the Internet. Work with your son or daughter when the Internet is being used and try to instil the understanding that some Internet sites are not reputable.
- Model being an inquirer. Admit when you don't know the answer to a problem or a question and seek out answers in front of your child.

RISK-TAKER - Students who are RISK-TAKERS are not afraid to try new things. They try to solve problems in many different ways. They are brave to express their opinion and tell people what they think is right.

- If your child is feeling reserved about trying something new, encourage them to attempt it and then discuss whether they liked the activity and how it felt to try something new.
- Your child might want to set some short-term goals, for example: Participate in class discussions more often, collaborate with someone new, try a different approach, try a new sport and others.
- Be careful to explain to your child the difference between being a risk-taker by trying new things and doing dangerous things.

COMMUNICATOR - Students who are COMMUNICATORS can think and communicate in multiple languages. They can express their ideas by speaking, drawing and writing. They collaborate effectively and listen to the perspectives of others.

- Encourage your child to stay in touch with relatives and friends who live in other countries by calling them, sending them emails, etc.
- When doing homework, encourage your child to explain his/her answer to you orally or by drawing a picture.
- Ask your child thought-provoking questions and encourage them to discuss them with you.
- Work with your child to improve his/her listening skills. Being a good listener is an important part of communicating with others.

BALANCED - Students who are balanced are healthy and are aware that eating properly and exercising are important in their lives. They understand that it is important to have a balance between the physical and mental aspects of their bodies. They spend time doing many different things.

- Encourage your child to participate in a wide variety of structured activities.
- During less structured time, also be aware of the activities that your child is participating in. Spending a lot of time in front of the computer or television is not desirable since all children need to do a variety of things. Generally active kids should take time for quiet reading or reflection; students who spend a lot of time drawing or reading should be encouraged to also exercise and play.
- Discuss healthy food choices by spending a few minutes during mealtime deciding if what your family is eating is balanced. Role model this attribute. Spend time as a parent or family doing many different things.

THINKER - Students work to solve problems independently. They can imagine many solutions to a question or challenge. Thinkers make good decisions and can predict the outcomes of their actions. They think creatively and critically.

- Encourage your child to try to think of solutions to problems independently.
- Pose different real-life problems and questions to your child.
- Ask your children questions when they are working on a problem:

o How can we do this differently?

o I had never thought of that.

o Tell me more about it.

o Why do you think that?

o How did you figure that out?

CARING - Students who are caring want people around them to be happy and are sensitive to their needs. They think about the world and work to take care of their community and the environment. They remember to treat others how they themselves would like to be treated.

- Role model the caring behaviour you would like to see in your child all the time since your child notices everything you do. Using kind words, helping people without being asked, and being an active listener all show your child that you care about people. Even a simple thing, like holding a door for someone or saying thank you, shows your child that you are aware of others around you.
- Think about how your family can get involved with community organizations.
- Try to establish recycling habits in your home. By developing children who care about the environment, you are helping the future of the globe.

- After reading a book, spend some time discussing how the characters in the book acted. Was someone in the book caring? How was the character caring and where did it show?

KNOWLEDGEABLE - Students who are knowledgeable have explored relevant and significant concepts and can remember what they have learned. They can draw on this knowledge and apply it in new situations.

- Encourage your child to read books at home that correspond with the topics being covered in school. In particular, books in their home language will help your child make more meaningful, lasting connections to what is being taught in their classroom in English.
- Ask your child what they are learning in school and engage them in conversations about it.
- Foster any area that your child expresses an interest in with books and activities, but also be sure to encourage them to explore other areas. Encourage your child to become familiar with current events around the world and to follow the news when appropriate.

PRINCIPLED - Principled Students have a sense of fairness and are honest with themselves and with others. They understand that sometimes there are rules and they follow them. They have an understanding of moral reasoning.

- Involve your child in deciding on the rules for a game or an activity and then make sure that they stick to the ones that have been decided upon.
- Encourage your child to play games that involve teams. Discuss with your child the qualities of a team player. What sort of person would they want on their team?
- When your child wins a game insist that he or she is a well-mannered winner. They might thank their opponent or shake hands with them if it's appropriate.
- Emphasize the importance of telling the truth.

OPEN-MINDED - An open-minded student knows that all people are different. They listen to the points of view of others and consider many possibilities before making a decision. They celebrate the differences that make all people unique.

- Encourage your child to try new things – new foods, new games and new activities.
- Expose your child to different festivals, celebrations and traditions and be sure to present them in a non-judgmental way.
- Encourage your child to listen to others when they speak and respect their opinions.
- Introduce literature about many different cultures and be sure that it reflects the culture properly.

REFLECTIVE - Reflective students know their strengths and weaknesses. They try to think about these things, and they make changes where they can. They give thoughtful consideration to their own learning, and consider changes constructively.

- Spend some time reviewing your child's tasks, assessments, report cards, etc. Discuss it with them and truly consider their thoughts on their strengths and areas for improvement.
- Consider the goals that your child could set for the next term. Make a list not only of the goals but of specific actions that can be taken to achieve these goals. You might want to list actions that your child will take independently as well as the actions parents will take to support them. For example, if one of the goals your child sets for themselves is to improve their writing, their action might be to keep a journal and write

in it for at least 10 minutes each night. As a parent, you might decide that you will also take part in this and do the writing activity alongside your child.

- Consider your child's self-assessments and reflections on various tasks. Ask your child to clarify the ratings and reflections. Ask them to give you an example of an area in which they are strong and which areas they are struggling with.

21 INDIVIDUAL TEACHER-PARENT WEEKLY CONFERENCES

Nina Prelog – Wednesdays, 3rd lesson (10.10 – 10.55)

Maša Črešnar – on maternity leave

Katja Kokol Marko – Wednesdays, 4th lesson (11.00 - 11.45)

Jure Urekar – Mondays, 2nd lesson (9.05 - 9.50)

Oliver Buček – Thursdays, pre- lesson (7.30 - 8.15)

Maša Rus – Thursdays, 3rd lesson (10.10 – 10.55)

Aleksandra Šprah – Thursdays, 1st lesson (8.15 – 9.00)

Urška Sedlar - Mondays, 2nd lesson (9.05 - 9.50)

Mirtha Vesna Božič - Mondays, 3rd lesson (10.10 - 10.55)

Petra Dremelj - Tuesdays, 5th lesson (11.50 - 12.35)

Nika Vida Zidarič - Tuesdays, 5th lesson (11.50 - 12. 35)

Lana Županek - Wednesdays, 4th lesson (11.00 - 11.45)

Iva Kladošek - Mondays, 2nd lesson (9.05 - 9.50)

Danijela Kajzer - Thursdays, 5th lesson (11.50 - 12.35)

Marko Furek - Fridays, 3rd lesson (10.10 - 10.55)

Tina Lešnik - Tuesdays, 3rd lesson (10.10 - 10. 55)

Sabina Petek - Tuesdays, 2nd lesson (9.05 - 9.50)