

About this tool

Sometimes it can be difficult to know what to say when speaking with your child's school, especially when you are asking questions, raising a concern, or discussing support. Having a few examples in mind can help you begin conversations, ask clear questions and keep discussions focused on your child's needs.

This tool provides examples of ways families might communicate with teachers and school staff. You can adapt the wording so it feels natural for you.

When to use this tool

- starting a conversation with your child's teacher
- asking questions about your child's learning or wellbeing
- raising a concern or discussing support needs
- exploring possible strategies or next steps
- sharing positive feedback with the school

How to use it

1. Read through the examples and choose any that feel helpful.
2. Adapt the wording so it sounds natural for you and fits your situation.
3. Use the examples as a guide rather than something you need to follow exactly.

School Conversation Examples

These examples are organised by common situations when communicating with your child's school.

Starting a conversation

- *"I'd love to hear how things are going for (child) in class."*
- *"How has (child) been settling into the class this term?"*
- *"What have you noticed (child) enjoying most at school recently?"*
- *"Are there activities where (child) seems particularly confident?"*
- *"Are there times of the day that seem easier or harder for (child)?"*
- *"Is there anything that has been working especially well for (child)?"*

Asking about your child's learning or participation

- *"How is (child) managing with the learning tasks at the moment?"*
- *"Are there particular activities where (child) seems to do well?"*
- *"Are there times when (child) finds participation more difficult?"*
- *"What strategies seem to help (child) stay engaged in class?"*
- *"How does (child) usually manage group activities?"*
- *"Have you noticed anything that helps (child) stay focused during lessons?"*
- *"Are there adjustments that might make learning easier for (child)?"*

Raising a concern

- *"I wanted to talk about something (child) has mentioned."*
- *"I've noticed a change recently and wanted to check in about (child)."*
- *"I'm wondering if we could talk about what might be happening for (child)."*
- *"(child) has seemed a bit worried about school lately and I wanted to see what you've noticed."*
- *"I'm hoping we can work together to understand what might help (child)."*

Asking about supports or adjustments

- *"Are there any supports currently in place for (child) in the classroom?"*
- *"What adjustments might help (child) participate more comfortably?"*
- *"Are there strategies that seem to work well for (child) during lessons?"*
- *"Would it help to explore some different approaches to support (child)?"*
- *"Are there small changes that might make things easier for (child)?"*
- *"What tends to help (child) when they are finding something challenging?"*

Clarifying information

- *"Can I just check that I've understood correctly?"*
- *"Could you explain a little more about how that works for (child) in class?"*
- *"What would that look like day-to-day for (child)?"*
- *"How will we know if this strategy is helping (child)?"*
- *"Who would be the best person to speak with if I have questions about (child's) supports?"*

When conversations feel stuck

- *“I feel like we may be seeing this situation differently. Could we talk through it together?”*
- *“Could we pause and make sure we’re both understanding (child’s) needs in the same way?”*
- *“I’m still worried about how this is affecting (child). Could we explore a few possible options?”*
- *“Would it help to try a strategy and review how it goes for (child)?”*
- *“Is there someone else at the school who might be able to help us think this through?”*

When concerns continue

- *“I appreciate the discussions we’ve had so far. I’m still concerned about how this situation is affecting (child).”*
- *“I’d like to revisit this issue and talk about what additional supports might help.”*
- *“I’m hoping we can look again at what options might be available.”*
- *“I’m wondering if we could review the strategies currently in place and see whether any changes might help.”*
- *“Could we arrange a meeting to review the supports currently in place?”*
- *“I think it would be helpful to bring the team together to talk about what might help next.”*
- *“Would it be possible to meet and discuss how we can move forward?”*
- *“Could we talk about what the next step might be for supporting (child)?”*

Exploring next steps

- *“What do you think might be the best next step for (child)?”*
- *“Would it help to try a strategy and review how it goes?”*
- *“Would it be useful to check in again in a few weeks about (child’s) progress?”*
- *“Is there anything we can try at home that might support (child)?”*
- *“How can we work together to support (child) going forward?”*

Sharing positive feedback

- *“I just wanted to say thank you for the support you’ve been giving (child).”*
- *“(Child) really enjoyed that activity you mentioned — they were excited to tell us about it.”*
- *“I’ve noticed (child) seems more confident about school recently.”*
- *“Thank you for the effort you’ve put into helping (child) settle into the class.”*
- *“The strategy you mentioned seems to be helping (child).”*

Language that supports collaborative conversations

Small shifts in wording can help keep discussions focused on problem-solving and partnership.

Instead of saying	You might try saying
"This isn't working."	"I'm concerned that this approach isn't helping my child yet."
"No one is helping my child."	"I'm hoping we can work together to find more effective support."
"The school isn't doing enough."	"Could we talk about what additional supports might be possible?"
"My child shouldn't have to deal with this."	"I'd like to explore what might help my child in this situation."
"I'm really frustrated with how this has been handled."	"I'm feeling concerned about how things are going and would like to talk through possible solutions."
"This needs to change."	"What options do we have to improve this situation?"