

Meeting Your Child's Teacher

A calm, practical guide to preparing for, having and following up a school meeting.

Made by a teacher, for parents. Print at home (A4).

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Before you begin

A short guide to a calm, useful school meeting

You know your child best. Their teacher sees them in a classroom every day. The best meetings happen when you both bring what you know and work out the next steps **together**. This pack helps you get organised, so you can say what matters, hear what the teacher sees, and leave with a plan.

BEFORE

- **Ask for a time**, rather than a quick chat at drop-off. Email the teacher, say what you'd like to talk about, and ask for 20 to 30 minutes.
- **Choose your top three things**. Short lists get results.
- **Bring one or two examples**: a homework page, a photo, or a note about what happened.
- **Fill in "Meet my child"** (page 3) so the teacher can keep it.

DURING

- **Start with what's going well** and what your child loves.
- **Ask what the teacher sees** before you share your worries. School and home can look very different.
- **Ask for specifics**. Who will do what, and starting when?
- **Say the plan back** to check you both heard the same thing.

AFTER

- **Send a short thank-you email** listing what was agreed (page 8).
- **Put the review date in your calendar**.
- **Tell your child** what will change, in kind and simple words.
- **If things aren't moving**, ask for a follow-up meeting, or ask who else at the school (such as the learning support team) could join.

You don't need a diagnosis to ask for a meeting. If you're worried about your child at school, it is always fine to ask to talk.

Feeling nervous? That's normal. Take a breath, bring your list, and remember that you and the teacher both want your child to do well.

Designed with a clear font and generous spacing so it's easy to read and easy to write in.

Meet my child

Fill this in and hand it to the teacher. Short answers are perfect.

My child's name	Age / year	Teacher	Date
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What my child loves

Interests, favourite things, what makes them light up

What my child is great at

Strengths, talents, things they are proud of

What helps my child learn

For example: pictures, hearing it read aloud, short steps, movement, a quiet spot

What can be tricky at school

For example: copying from the board, starting tasks, reading aloud, noise, changes to routine

Signs my child is worried or overwhelmed

What you might see or hear

What helps my child calm and reset

What works at home that might help at school

One thing I'd love you to know

My meeting prep

For you only. Jot down what matters before you walk in.

Meeting with	Date and time	Where / online
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My top three priorities

1

2

3

What I notice at home

Mornings	
Homework	
After school	
Sleep	
Friends and feelings	

What I'll bring

- ☐ Work samples or homework that show what I mean
- ☐ Reports from a psychologist, OT, speech pathologist or doctor (if I have them)
- ☐ The "Meet my child" page (page 3) and this pack
- ☐ A support person, if that would help me feel more confident

By the end of the meeting, I'd like us to have...

Questions to ask

Tick the ones you want to ask. You don't need to ask them all.

What the teacher sees

- ☐ What are my child's strengths in class? What do they enjoy?
- ☐ Where do you see them getting stuck or frustrated? What does that look like?
- ☐ How are they going in the playground and with friends?
- ☐ What does a good day look like for my child? And a hard day?

What's happening now

- ☐ What supports or strategies are you already using? Which ones seem to help?
- ☐ Can I see some work samples, and what they tell you?

Adjustments and planning

- ☐ What adjustments could help? For example: extra time, less copying, text read aloud, visual instructions, movement breaks, a quiet space, or using a laptop.
- ☐ Will the plan be written down? Who is responsible, and when will it be reviewed?
- ☐ Would it help to involve the learning support team or the school counsellor? What would the next step be?
- ☐ Would it help if I shared reports from my child's health or allied health professionals?

Working together

- ☐ How will we stay in touch, and how often? (email, communication book, a quick check-in)
- ☐ What can I do at home that would help? What is it okay for me to stop worrying about, such as how long homework takes?
- ☐ How will we know it's working, and when will we meet again?

Notes

Meeting notes and agreed actions

Write it down as you go, then read it back before you leave.

Date	Who was there
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What we talked about

What we agreed to do

Action	Who	By when

Review date	Next meeting
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Things to follow up

Letter to the teacher

Copy this into an email or handwrite it. Fill in the blanks.

Dear _____,

Thank you for being _____'s teacher this year. I'd like to help you get to know my child, so that we can work together as a team.

Things I love about my child and things they're great at:

Things that help my child learn best:

Things that can be tricky at school:

When my child is worried or overwhelmed, you might notice:

Anything else that would help (for example, an assessment or supports already in place):

I would really value 20 to 30 minutes to talk about how we can best support my child at school. I'm available on _____ or _____, or please let me know what suits you.

Thank you for your time and care.

Kind regards,

Name: _____ Phone / email: _____

Follow-up email

Send within a day or two. A written summary means everyone remembers the same thing.

Subject: Thank you – summary of our meeting about _____

Hi _____,

Thank you for meeting with me on _____. I really appreciated your time, and hearing what you see in class.

Here's what I understood we agreed:

1. _____
2. _____
3. _____

We agreed to check in again on _____. If I've missed or misunderstood anything, please let me know.

Thanks again for working with me on this.

Kind regards,

Tips for a good follow-up

- Keep it short, warm and specific. Names, actions and dates beat long explanations.
- Thank them first. It sets the tone for the whole year.
- If the plan hasn't started by the review date, send a friendly nudge that refers back to this email.
- Keep a folder (paper or digital) with your notes, this email and any plan the school gives you.

What good "agreed actions" look like:

- The teacher will give my child printed notes instead of copying from the board, starting Monday.
- I'll send the OT report to the school by Friday.
- We'll check in by email every second Friday and meet again in four weeks.

If it isn't going the way you hoped: that's okay. Ask to meet again, and ask who else at the school could be involved. You can also ask what the school's process is for supporting students who need adjustments.

What I wish my teacher knew

This page is for you, the kid!

For parents: let your child fill in as much or as little as they like. You can be their scribe. Their words matter more than neat writing. Photocopy or photograph it and share it with the teacher.

My name is...

Something I'm really good at...

Things I love...

I learn best when...

Something that's hard for me at school...

Something that helps me...

One thing I wish my teacher knew...

Draw something you love!

Words you might hear

What they mean, in plain English

Adjustments	Changes to how your child learns or shows what they know, so they can take part on the same basis as other students. Examples: extra time, tasks broken into steps, text read aloud. They usually change how your child learns, not what they're learning.
Learning support team	A group in many schools (often teachers, school leaders and a counsellor) who plan support for students who need it. The name varies between schools and sectors.
Learning or support plan	A written plan with goals and the adjustments your child will get. Some schools call it a personalised, individual or learning support plan. Ask what yours is called, who writes it and when it is reviewed.
School counsellor / psychologist	A school-based professional who can talk with your child, observe, and sometimes assess. Ask how to access them at your school.
NCCD	The Nationally Consistent Collection of Data on School Students with Disability. It is the yearly process schools use to record the adjustments they provide.
Disability Standards for Education (2005)	National standards about the rights of students with disability to take part in education on the same basis as other students, including reasonable adjustments. Schools are expected to consult with you.

Processes and terms differ between states and between government, Catholic and independent schools. If you're unsure about your rights, ask the school for its policy in writing, or contact your state or sector education department. This is general information, not legal advice.

About Our Clever Kids

Practical, evidence-based learning resources for every kind of kid, created by Leanne, a teacher with more than 20 years in the classroom. From dyslexia and early literacy tools to bilingual learning guides and sleep support for parents, everything is built for real families and real kids.

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