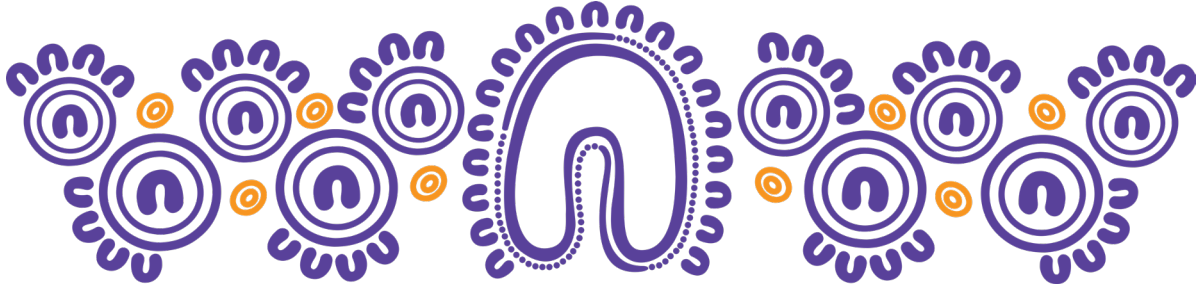


# Yarning Cards

## Starting conversations



### Yarning cards

Positive Partnerships have developed these cards in consultation with our First Nations National Reference Group. The cards can support families and educators to get conversations started about the young person.

Parents can sometimes find it hard to start and have a conversation with teachers at school. The cards are designed with questions on the front and helpful prompts on the back.

### When to use the cards:

The cards are a great way to build new relationships and connections. They can also be used at parent teacher interviews, during enrolment processes and in meetings.

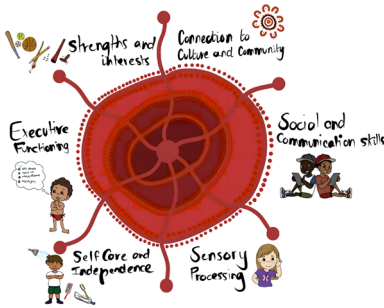
### How to use the cards:

- The cards are for families to use in a way that best suits them.
- They can be cut out for them to read and yarn with the teachers.
- They can also be printed and given to the teacher to read.
- There are blank cards for you to create your own questions.

These are a guide and are meant to be used to build the relationship.

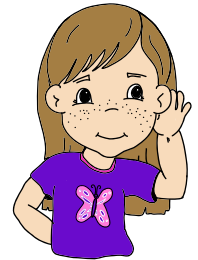
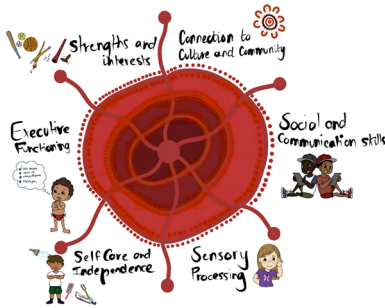
Each card links to a section of the My Child's Story Board to help the parent and teacher to develop key information for the young person.

# How can we work together to best support my child's education goals?



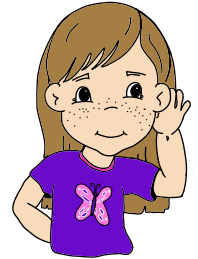
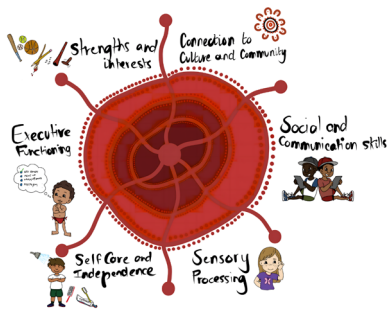
**Think about realistic goals for your child, create a list to share. Use the My Child's Story Board to support your child's interests, strengths and learning needs.**

# Can we discuss my child's sensory profile? How can we support them in the classroom?



**Yarn about what works at home and what doesn't for your child.  
Discuss with teacher your child's sensory needs. E.g what do they seek? What do they avoid?**

# How does the school support children who are on the spectrum during recess and lunch?

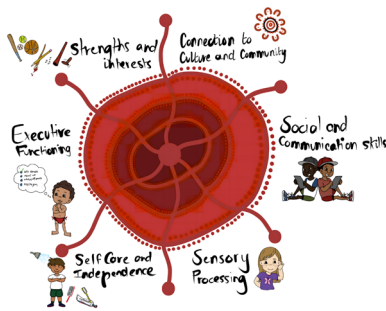


**Share what strategies are used in the home environment.**

**How can children access a movement break?**

**Ask if there is a quiet space?**

# I use My Child's Story Board at home, can we use it at school?

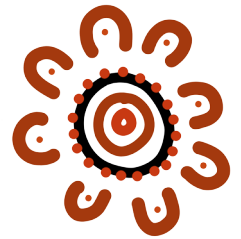
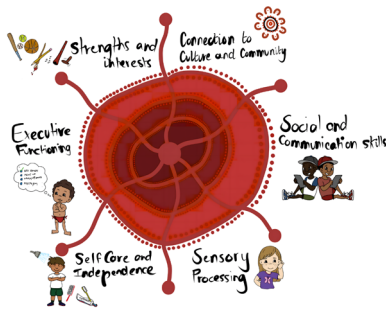


**Show a visual or give a copy of  
My Child's Story Board.**

**Ask to work together.**

**Talk about what you use My Child's  
Story Board for and how it works.**

# How can my child's culture be supported at school?



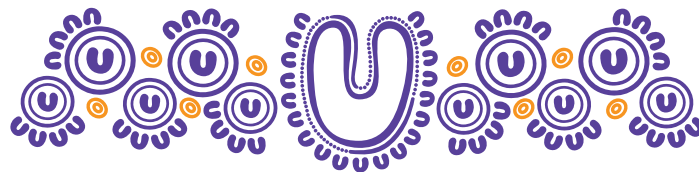
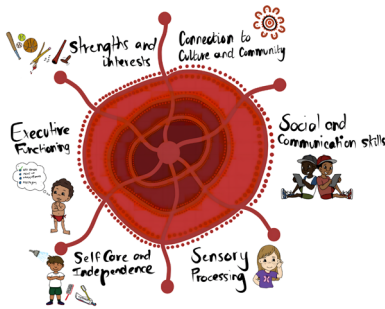
**Through cultural stories and song lines.**

**and have a yarn.**

**Can ask Elders to come in**

**I would like my child to participate  
in cultural events and celebration.**

# How can I contribute to my child's ILP (individual learning plan)?



**Take a look at the ILP and ask for a copy.  
Add and share information based  
on your child's and your goals.  
Ask questions about learning progress  
and talk about how to support.**

# How can my child's therapy goals be achieved at school?



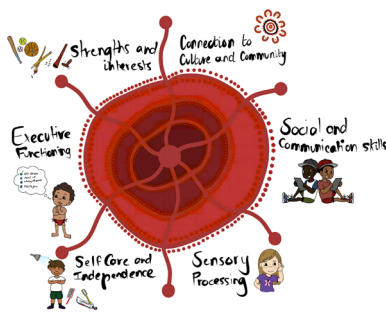
**Do therapists come into school to run sessions?**

**How else can I share my child's therapy goals with the school? e.g assessment reports.**

**How can my child's therapists contribute to the LLP?**



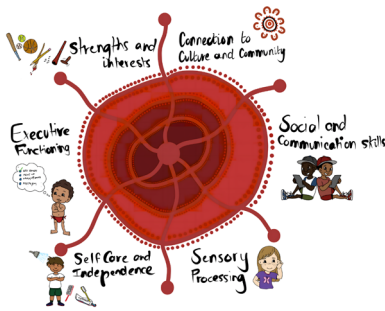
# Can I share My Child's Story Circle with you?



**Show the teacher the different support needs of your child, throughout the different times of the day.**

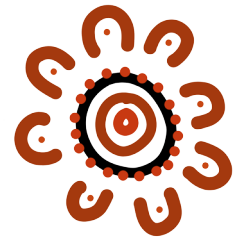
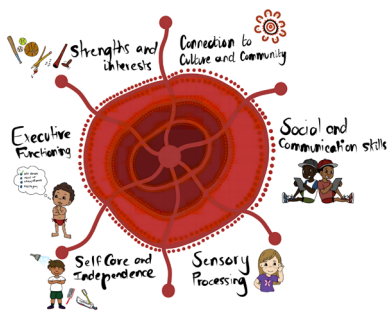
**Talk through, visually show families and explain.**

# How is my child coping with transitions? E.g. From one activity to another in the classroom and play ground?



**Share strategies you might use at home to support moving from one thing to the next. My child responds well to instructions if we use "First and Then". Yarn about other strategies that may support the family.**

**Discuss with the teacher how you want to be contacted.**



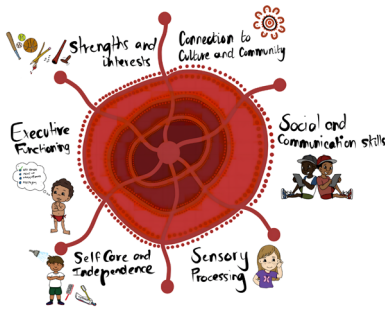
**What is the family's best choice of contact? Phone, text, email, your school apps.**

# What are my child's strengths and interests at school?



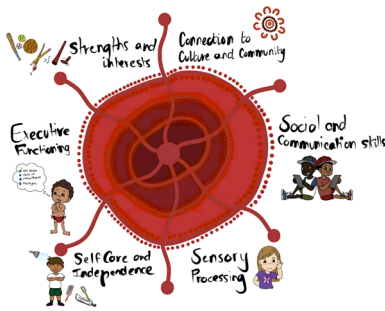
**Share the strengths and areas section of the storyboard. If some are different, ask how these could be supported at school and how you could support some of the school interests at home.**

# At home my child communicates with visuals. Can these be used at school?



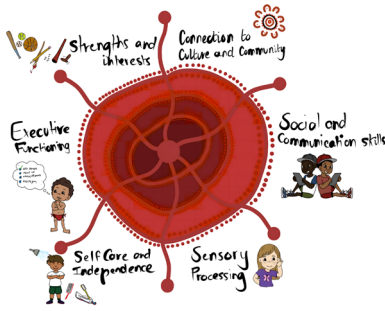
**We use visual instruction at home,  
Helps with moving from one thing  
to the next.  
My child uses visuals to express  
how they are feeling.**

# Can we use a communication diary to share my child's experiences during the day?



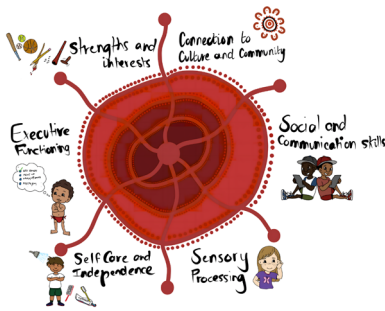
**Diary to share insight into child's learning journey.**  
**Helps identify areas of support at school.**  
**Gives family an opportunity to see how the child's day has been.**

# How does my child yarn and play at school?



**Ask questions about what your child is like at school. What supports does the school use that help my child's social interactions?**

# How does my child know what is happening at school each day?



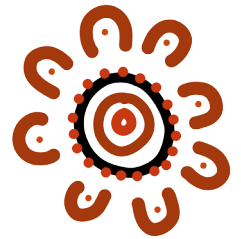
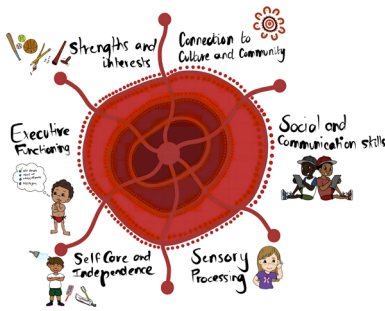
**My child responds well to consistency and routines.**

**Tell the school how you help your child prepare for school each day.**

**E.g talk about what to expect and what is to come the night before.**



# How can we allow time for my child to connect to country?

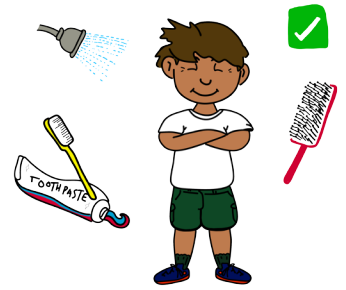
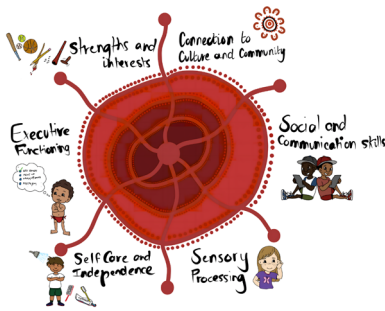


**At home we allow my child to go with no shoes and connect to country outside.**

**My child needs breaks between sitting to long.**

**My child learns best when he is allowed breaks outside.**

# How does school support my child's independence skills?



**Have a yarn with the school about toileting, changing clothes, eating, etc**

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