

Voices from Chinese families

Perspectives on needs of families with school aged children



Lingling Sun

Teacher (Early Childhood & Primary)

International Student Wellbeing Coordinator

Ex International Student

Master of Education (Monash)

*Master of Teaching (The University of
Melbourne)*

Co-founder of Education Boulevard



How it all started...

Sophie's Story

- A story about Trust

Henry's Story

- A story about Connection



Premises

School Aged
Accompanying Parent(s)
Limited English
International & TR, PR
Chinese community
Independent schools



Teachers' and Parents' Perspectives

Major concerns from teachers' perspective:

- *Social connections*
- *English language skills*
- *Self directed learning skills*

Additional concerns:

- *Learning difficulties masked by language*
- *Some feel unsupported with EAL teaching*
- *Difficulty in communication - absence of parental participation; unsure if language is a barrier*

Major concerns from parents' perspectives:

- *Can my child's English ability cope with school demand?*
- *How do I find out about my child's progress?*
- *My information mainly come from my child. Uncertain.*
- *Huge amount of generic information from school, and it's hard to find information that is important to me*
- *My own English skill isn't adequate for me to join school events.*
- *Unsure about what is expected / what can I do at home?*
- *My child is not learning much. What am I paying for?*
- *Who should I ask when I have a question?*
- *What is the direction of the school?*
- *Anxious*



Current situation

What is currently happening at schools?

- *The good will of Chinese speaking teachers and non-teaching staff*
- *Hire professional interpreters (lack of depth in context knowledge; time restrictions)*

Parents' views on school communication:

- Mainly decipher from school grades and my child's mood at home
- Report comments aren't useful; teachers don't say anything bad
- Mainly communicate via my child
- Not enough communication. Lots of questions but not urgent enough. Don't know who to ask.
- Wanted to initiate communication, but too tricky to do it in English, probably can't communicate clearly anyway, gave up
- Parent WeChat group - obliged, trust
- No communication beyond year 4. Old enough.



Students' view

- *They depend on me. I feel responsible to my parents.*
- *I became independent quickly, but it would be good to not having to worry about them.*
- *Parents don't quite understand what my life is like; they don't get what my day is like at school*
- *Most helpful way to integrate is through making friends*
- *International students need support to mingle with the rest of the school, otherwise it leads to bullying and mental health issues*



Education Boulevard

supporting schools in their engagement with
Chinese families

Working with parents:

- *Ongoing communication support*
- *Analyse school report and study plan / extra curriculum recommendations*
- *Adult English tutoring*
- *Transitional tutoring for students*

Working with schools:

- *Preventative measures - targeted orientation package*
- *Ongoing communication support*
- *Others*



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*Bridging Chinese Families and
Australian Schools*



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education.boulevard@gmail.com

www.educationboulevard.com.au



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