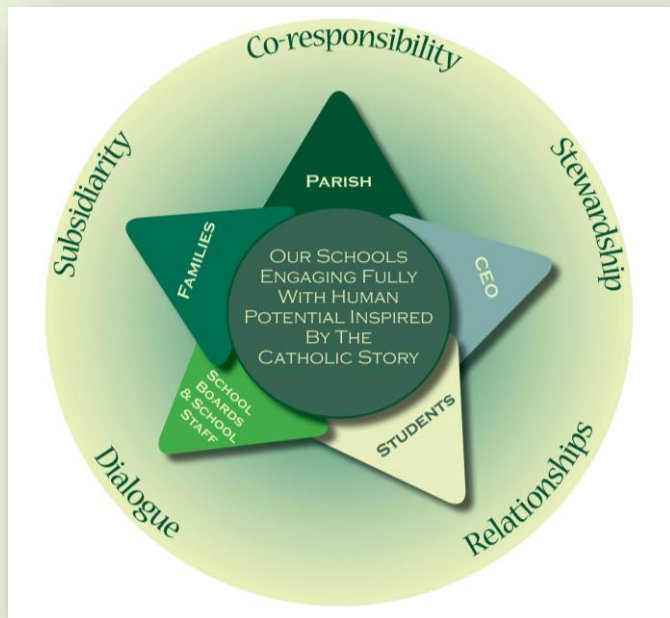


Parent Leadership and Family Engagement Strategy Planning Tool



This planning tool has been developed using the Key Actions of the SSEB Parent Leadership and Family Engagement Strategy. It is designed to provide further detail about each Key Action and gives direction for Schools when planning for the implementation of the strategy.

In using the planning tool the following suggestions are offered:

- The strategies listed in the planning tool come directly from the SSEB Parent Leadership and Family Engagement Strategy. Schools are encouraged to gauge the relevance of these and add additional strategies relevant to their community. When strategies are finalised it is helpful to classify each according to whether they are Established (E) in the school, Consolidating (C) in the school or Beginning (B) in the school.
- Likewise schools may add to the outcome section according to their own priorities.
- The Operational Considerations refers to the normal day to day procedures where the school engages with parents. E.g. enrolment, transition etc.

Included with this document is a list of questions to assist schools with evaluation.

Schools wishing to discuss this planning tool or for further information please contact
Sally Livermore Parent Engagement Officer: peo@ceosand.catholic.edu.au

KEY ACTION	<i>Build understanding of the family's role in each child's development, wellbeing and life chances.</i>
DESCRIPTION	Families, as the first and continuing educators of their children, assist and encourage their children's learning in and out of school and support school goals, direction and ethos.
EFFECTIVE PRACTICE	<ul style="list-style-type: none"> • Valuing and building on families' knowledge of their children. • Recognising and supporting the needs of families. • Removing barriers to family involvement. • Acknowledging the critical role of families in their child's learning.
STRATEGIES – ESTABLISHED (E), CONSOLIDATING (C), BEGINNING (B)	<ul style="list-style-type: none"> • Examine practices which promote positive family/ teacher relationships across school life • Review enrolment practice to engage the family before, during and after the enrolment process • Examine transition practice to optimise family participation and understanding: <ul style="list-style-type: none"> - Pre-school to school - Primary to secondary - Annual transitions
RESPONSIBILITIES AND OPERATIONAL CONSIDERATIONS	
OUTCOME	School policies, practice and programs acknowledge the capacity of families to support their own and their children's learning. Schools develop mutually beneficial activities, which include all as partners in the learning and raising of local youth.
EVALUATION	

KEY ACTION	<i>Build community - the Body of Christ</i>
DESCRIPTION	Inclusive school policies, practice and programs build a culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school's community.
EFFECTIVE PRACTICE	<ul style="list-style-type: none"> • Developing strong relationships with all families. • Creating a family-friendly atmosphere. • Facilitating connections between families. • Respecting and celebrating the diversity within the school community.
STRATEGIES – ESTABLISHED (E), CONSOLIDATING (C), BEGINNING (B)	<ul style="list-style-type: none"> • Welcoming process for families and new staff led by school and parent leaders in partnership with the Parish Priest/Canonical Administrator • Engaging Faith development programs for families including Sacramental Preparation • Develop mutual support networks within and across schools • Creating a variety of accessible social opportunities for all
RESPONSIBILITIES AND OPERATIONAL CONSIDERATIONS	
OUTCOME	School policies and practices, learning activities and community building initiatives create a culture of welcome, inclusion and belonging that reflects and respects the diversity within the school community. This atmosphere enables engagement with those less engaged and a focus on personalised learning.
EVALUATION	

KEY ACTION	<i>Build an understanding of family and school shared responsibilities</i>
DESCRIPTION	Connections between families and school that promote student learning and high expectations from both teachers and family contribute to students' success at school.
EFFECTIVE PRACTICE	<ul style="list-style-type: none"> • Providing multiple opportunities for all families and teachers to discuss students' social and academic progress. • Supporting families to participate in their child's learning. • Developing families' understanding of learning programs and expected outcomes. • Smoothing transition for students and families at key points in the educational continuum.
STRATEGIES – ESTABLISHED (E), CONSOLIDATING (C), BEGINNING (B)	<ul style="list-style-type: none"> • School leadership and School Board reflecting on: "What the school and family can do for each other" • Build skills in "community conversations" • Deciding on key areas of local action
RESPONSIBILITIES AND OPERATIONAL CONSIDERATIONS	
OUTCOME	Families and the school share responsibility for student learning and wellbeing. They work together to create positive attitudes to learning, develop shared understandings of how children learn and learning programs that build on families' capacity to support learning at home.
EVALUATION	

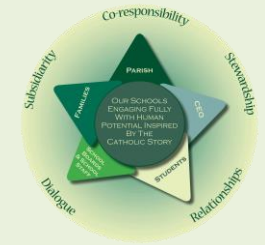
KEY ACTION	<i>Create opportunities as hope filled people to experience what is possible</i>
DESCRIPTION	Developing relationships with government and non-government agencies, community groups, businesses, parish and wider community and other educational providers strengthens the ability of schools and families to support their children’s learning and development outcomes. Every member of the school community has something to offer and families’ time, energy and expertise supports learning and school programs in many ways.
EFFECTIVE PRACTICE	<ul style="list-style-type: none"> • Connecting families and students with community resources. • Providing families with access to community resources. • Creating a community hub within the school. • Building capacity in community organisations to engage with schools and support families. • Providing opportunities for families and community to participate in the life of the school. • Supporting families to engage in student learning activities. • Training families and community members as classroom support. • Building the capacity of family and community members to lead the learning of others.
STRATEGIES – ESTABLISHED (E), CONSOLIDATING (C), BEGINNING (B)	<ul style="list-style-type: none"> • Ensuring that all communities have access to quality presenters and resources • Enabling and fostering local communities to set up • community conversations and actions • Inviting local “Wisdom People” (elders, long term families, parishioners) to share experience, Wisdom and the story of the community • Opportunities to understand relational learning
RESPONSIBILITIES AND OPERATIONAL CONSIDERATIONS	

OUTCOME	School establish on-going strategic relationships with government and non-government agencies, community groups, businesses, parish and wider community and other educational providers which enhance learning opportunities and outcomes for students and families. Families and community members contribute to the life of the school in ways that reflect their interests, skills, experience and capacity to do so.
EVALUATION	

KEY ACTION	<i>Use everyday ways of communicating and learning in a spirit of respect and understanding</i>
DESCRIPTION	Effective communication is a two-way exchange between families and schools that involves information sharing and opportunities for schools and families to learn about each other.
EFFECTIVE PRACTICE	<ul style="list-style-type: none"> • Using a variety of communication methods to seek and share information. • Reporting student achievements in culturally sensitive and respectful ways. • Consulting with all families to identify issues and concerns within the school. • Enabling all families to have access to school leaders.
STRATEGIES – ESTABLISHED (E), CONSOLIDATING (C), BEGINNING (B)	<ul style="list-style-type: none"> • Invitational relationships through natural connections, e.g. Classes, College House teams, etc. • Invitational learning • At Home • At School • In the Community • Use everyday multi media as ways of sharing and learning • Enabling parent, teacher and student learning through three way conversation (e.g. Teacher Advisor Program) and use of technology
RESPONSIBILITIES AND OPERATIONAL CONSIDERATIONS	
OUTCOME	Effective two-way communication between families and school use a range of strategies to regularly seek and share information about students’ achievements and learning needs, school policies, practices and community initiatives.
EVALUATION	

KEY ACTION	<i>Develop further opportunities to unearth leadership in respectful partnerships</i>
DESCRIPTION	Families play meaningful roles in the school decision-making process through parent representative bodies, committees and other forums.
EFFECTIVE PRACTICE	<ul style="list-style-type: none"> • Ensuring that all families have a voice in decisions that affect their children. • Involving families and community members in whole-school planning and evaluation processes. • Developing an effective parent body that represents all families. • Developing parent leadership capacity.
STRATEGIES – ESTABLISHED (E), CONSOLIDATING (C), BEGINNING (B)	<p>Review current opportunities for leadership in community partnerships Building capacity to engage in courageous and open conversations:</p> <ul style="list-style-type: none"> - Local sensibilities - Shared understanding - Common expectations - Mutual respect <p>Developing sustainable practices around the creation of leadership opportunities</p>
RESPONSIBILITIES AND OPERATIONAL CONSIDERATIONS	
OUTCOME	Families and community members are active contributors to school decision making and planning processes. They engage in relevant decisions about supporting student learning, school policy and practice and community building initiatives.
EVALUATION	

Questions to assist with EVALUATION



1. How are school, family and community practices and activities monitored, evaluated and reviewed?
2. How are the diverse experiences, interests and aptitudes of families considered in teaching programs and school activities?
3. How do staff members access professional learning to improve their capacity to work with families from culturally diverse backgrounds?
4. What community resources are available to support teachers in the classroom?
5. How is educational information presented to families and community members?
6. How are families who are at risk of not engaging with the school identified and supported?
7. What practices have had a positive impact on family and community relationships?
8. How are families involved as partners in the learning process?
9. How are issues related to family and community engagement addressed as an area of professional learning?
10. How do school leaders know that their family and community engagement strategies are inclusive of the diverse backgrounds in the school community?
11. What processes are in place to access improvements in the quality of relationships between families and the school?
12. How is the parent representative body supported, made visible and sustained?
13. What opportunities and support are provided for families and community members to work collaboratively with the school on issues related to student learning?
14. What opportunities, resources and materials are made available to families and the wider community to enable them to participate in discussions and activities related to student learning?
15. What external agencies have been utilised to support teaching and learning programs?
16. How have families been involved in discussions about quality teaching and its role in improving learning outcomes for students?
17. What connections have been made with business, social, cultural groups and individuals in the community, and how have they been used for developing programs that support student learning?

The questions above have been taken from - **Strengthening family and community engagement in student learning resource**.

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This resource can be accessed through the parent tab on the CEO Sandhurst Website: www.ceosand.catholic.edu.au