Prayer and welcome

• Purpose of the meeting
• Creating a new pathway
• Family and Community Engagement
  • Different from a P&F and Board
  • Looking for a different model that meets the needs of families today.
Introduction of Visitors

The Federation of Parents & Friends Associations of Catholic Schools in Queensland

Staff - the secretariat
The Executive Director - Carmel Nash
The Executive Officer - John Beaton

Brisbane Catholic Education
Carmel Flynn — Family and Community Engagement
• **CONTEXT:** “It takes a village to raise a child.” Exploring the context - why we need a family and community engagement network?
  • HOPES AND DREAMS: Parents hopes and dreams
    • Research
  • **CONNECTIONS:** Family – School – Church partnerships
    • Families linked to three key school frameworks

• **WORKSHOP** How to become involved?
  • Feedback on workshop suggested activities
    • What needs to happen?
      • Process
      • Blessing
FAMILY AND COMMUNITY ENGAGEMENT NETWORK

Why?
Family-school partnership is a collaborative relationship involving school staff, parents, students, and other family members of students at the school. We believe that we have a shared responsibility for the education of children at Good Shepherd.

Family engagement is important and necessary to the life of our school. Research demonstrates that a high level of parental involvement is strongly related to improved student learning, attendance and behaviour.
The school and the family work together to ensure the children receive the best possible education in a strong Catholic school context.

Parent Committees are formed to enhance this collaboration, to foster community and to provide opportunities for parents to meet and enjoy the company of other families within the school.
IMPORTANCE OF PARTNERSHIP

New beginnings .....
Parent participation is the ingredient that makes the difference. Parents' active involvement with their child's education at home and in school brings great rewards and can have a significant impact on their child's lives.'
‘A parent’s involvement can truly improve a child's education. Research and common sense both indicate that increased parental involvement in school has a positive impact on student achievement.’
‘Partnering with teachers, volunteering, being part of committees and making sure that students are ready to learn when they arrive at school all enable high quality learning to take place. These actions firmly solidify a sense of community’.
‘We know that schools account for only 20% of the influence on a student’s learning, so why would we ignore those whose influence is far more profound.’
Families, Catholic schools and parishes work together as partners in the spiritual formation and education of children and young people.
Parents have a particularly important role to play in the educating community, since it is to them that primary and natural responsibility for their children's education belongs.

*(Congregation for Catholic Education 1997)*
Linked to the following frameworks:

- Leadership Framework
- Strategic Renewal framework
- Cyclical Review
- Learning and Teaching framework
The four priorities are:

1. Mission and Religious Education
2. Learning and Teaching
3. Professional Practice and Collaborative Relationships
4. Strategic Resourcing
We Believe Valuing

We Learn Learning

We Teach Teaching

Our Goal
As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.
Goal 1: Australian schooling promotes equity and excellence.

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.
HOW TO BECOME INVOLVED

WORKSHOP in groups per question

Identifying contributions

What are the opportunities for you to contribute to Mission and Religious Education?

What are the opportunities for you to contribute to Learning and Teaching?

GOOD SHEPHERD
CATHOLIC PRIMARY SCHOOL
SPRINGFIELD LAKES
www.goodshepherd.qld.edu.au
What are the opportunities for you to contribute to Professional Practice and Collaborative Relationships?

What are the opportunities for you to contribute to Strategic Resourcing?
Mission & Religious Education BCE
BUILD A CATHOLIC IDENTITY Good Shepherd

Parents said:

• Build a faith community
• Helping families in need
  • Mission support
• School choir at local church services
• Family & student groups celebrating the sacraments
• Connecting with other Catholic schools – locally and globally ie Skype
Learning & Teaching BCE
BUILD A CULTURE OF PERSONALISED LEARNING

Good Shepherd
Parents said:
• Marriage group or parent course through Family Matters
  • Leadership & self reliance
  • Professional Development
  • Learning a second language
  • Cooking/Craft/Singing/Dancing/Reading
• Internal Review
• Volunteering in classes/school
Professional Practice & Collaborative relationships BCE

BUILD A RELATIONAL COMMUNITY Good Shepherd

Parents said:
- Parents night (wine & cheese etc)
- Parents involvement in classrooms
- Mums night out/dads golf day
  - Welcome bbq
- Kids Matter & Triple P Parenting
- White board for week’s events
Strategic Resourcing BCE

BUILDING A PROFESSIONAL COMMUNITY Good Shepherd

Parents said:

• Opportunities for families
• Involvement in school activities to support learning and teaching
• Participate in school reviews
• Be part of a school consultative group
IN OUR COMMUNITY WE:-

1. Appreciate each other and give thanks and recognition
2. Set clear goals and have time lines for when things need to be decided on and complete
3. Give people time to form opinions and to process ideas
4. Be honest and respectful while acknowledging other’s feelings
5. Build trust to work collaboratively as a team
6. Challenge yourself to try new things, be open minded, review and modify
7. Give feedback in a constructive and positive manner
8. Listen to others and respect everyone’s ideas
9. Speak up in a considerate and respectful manner
10. Create a welcoming and positive attitude to all
11. Celebrate
A paradigm shift is necessary in how we think about parent involvement. The role of the “traditional parent volunteer” must be expanded to include a new category of fully engaged parents who influence both student success and the effectiveness of the whole community. Research shows that what parents do at home to teach respect, instil and model positive behaviours and inspire learning contributes greatly to the success of schools through fundraising efforts and classroom support.

We must begin to merge these two types of parental involvement if we are to build the types of collaborative parent-school communities where children succeed academically and in life as long life learners. They will become our future collaborative models to their children.
For effective family and community engagement practices to be developed and sustained. For this to happen the following supporting structures need to be in place:

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<tbody>
<tr>
<td>1.</td>
<td>Leadership commitment to family and community engagement in student learning</td>
<td>2.</td>
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<td>3.</td>
<td>A supportive and connected Catholic school culture</td>
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<td>4.</td>
<td>A team, reflecting the diversity of the school’s stakeholders, responsible for planning, organising, implementing and evaluating family and community engagement activities</td>
<td>5.</td>
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<td>6.</td>
<td>Resources (personnel and funds) allocated for the implementation of family and community engagement activities</td>
<td>7.</td>
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<td>8.</td>
<td>Ongoing professional learning for school leaders and teachers about cultural awareness and communicating with families from diverse communities</td>
<td>9.</td>
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## Developing the Fully-Engaged Family

### Harmful Behaviours vs. Helpful Behaviours

<table>
<thead>
<tr>
<th>Harmful Behaviours</th>
<th>Helpful Behaviours</th>
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<tbody>
<tr>
<td>Avoidance</td>
<td>Involvement</td>
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<tr>
<td>Blaming</td>
<td>Problem-solving</td>
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<tr>
<td>Rumour</td>
<td>Honesty</td>
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<tr>
<td>Collusion</td>
<td>Trust</td>
</tr>
<tr>
<td>Pessimism</td>
<td>Optimism</td>
</tr>
<tr>
<td>Judgement</td>
<td>Mutual Respect</td>
</tr>
<tr>
<td>Apathy</td>
<td>Empathy</td>
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<tr>
<td>Defensiveness</td>
<td>Active Listening</td>
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<tr>
<td>Opposition</td>
<td>Collaboration</td>
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Developing the fully-engaged family model

<table>
<thead>
<tr>
<th>Traditional Parent Volunteer</th>
<th>Fully-Engaged Parent</th>
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<tbody>
<tr>
<td>HELPER</td>
<td>COLLABORATOR</td>
</tr>
<tr>
<td>Parents and Friends</td>
<td>Communicator</td>
</tr>
<tr>
<td>Classroom support</td>
<td>Problem-Solver</td>
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<tr>
<td>Fundraiser</td>
<td>Active Listener</td>
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<tr>
<td>Board member</td>
<td>Strategic</td>
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<tr>
<td>SCHOOL FOCUSED</td>
<td>SCHOOL AND CHILD FOCUSED</td>
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</tbody>
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Uninvolved Parent (OUTSIDER)
- Disengaged
- Isolated

Rumours
- Blaming
- Collusion

Reactive Parent (PROVOKER)
- Neither school or child focused

Contributions to students success:
- High
- Low

MINDFUL PARENT MENTOR
- Teaches Respect
- Instils behaviour learning
- Models positive behaviours
- Inspires Learning

(CHILD FOCUSED)
Steps to strengthen engagement

Step One
Analyze current practice

Step Two
Determine priorities for action

Step Three
Implement the planned actions

Step Four
Evaluate progress
In this step Good Shepherd Primary School as a community will collect data about our current practices related to family and community engagement as part of the school self evaluation process in our establishment as a new school.

Create a list of questions to assist our school community in creating a way forward from our current practice of little involvement as a new school.
In this step Good Shepherd will use the gathered data to identify and reflect on future directions for engagement. This process will help determine areas of strength within our current practices and to highlight areas requiring support or development.

This information will be useful when determining priorities for further actions.
Once all possible actions have been prioritised, Good Shepherd can embed these into the school plan, relevant policies or programs.

Step Three
Implement the planned actions

As part of this step, family and community engagement strategies can be written up and promoted within our school community.
Good Shepherd can now develop ongoing monitoring and evaluation processes to continue assessing progress towards strengthening family and community engagement in networking.

By this step Good Shepherd can now identify strengths and areas that require development as a new community.
- Develop a culture that supports and nourishes staff, students, and families through the Religious Life of the School.
- Celebrate the Blessing and Opening of Good Shepherd

- Implement quality pedagogy that is underpinned by contemporary research
- Develop quality units of work that support implementation of the Australian Curriculum
- Students are supported and nourished and their social and emotional well-being needs are met.

- Mission & Religious Education
- Learning & Teaching
- Professional Practice & Collaborative relationships
- Strategic Resources

- To build a professional learning community
  - All staff trained and comfortable in using all school operating and learning systems
  - To resource classroom spaces designed to reflect contemporary learning approaches
- Productive, positive partnerships with parents that improve student learning outcomes
  - Establish strong connections with local BCE school and other schools in the community
Next meeting – Reporting back on Step 1

DATE:
TIME:
Blessing for our community

God of all goodness look with love and support on the community of Good Shepherd Catholic Primary School. Bless our lives and help us reflect Jesus’ love for us. May the family, school and parish be a place where all members can reach their full potential. May our hope and dreams in the future be nurtured. May trust in each other be encouraged. May we all be a sign of God’s love on this earth.

We make this prayer to the Father, through the Son and in the Holy Spirit. AMEN.