FAMILY AND COMMUNITY ENGAGEMENT NETWORK
17 JUNE 2013
Prayer and welcome

- Purpose of the meeting
- Creating a new pathway
• **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-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.
‘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’. 
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)
The four priorities are:
1. Mission and Religious Education
2. Learning and Teaching
3. Professional Practice and Collaborative Relationships
4. Strategic Resourcing
LEARNING AND TEACHING FRAMEWORK

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
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
FEEDBACK ON SUGGESTED ACTIVITIES

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
FEEDBACK ON SUGGESTED ACTIVITIES

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:

1. Leadership commitment to family and community engagement in student learning

2. Respectful relationships with families and communities

3. A supportive and connected Catholic school culture

4. A team, reflecting the diversity of the school’s stakeholders, responsible for planning, organising, implementing and evaluating family and community engagement activities

5. School policies and procedures which explicitly state and clearly integrate the principles and dimensions of effective partnerships

6. Resources (personnel and funds) allocated for the implementation of family and community engagement activities

7. Support networks, to enable school communities to share ideas, issues and best practice

8. Ongoing professional learning for school leaders and teachers about cultural awareness and communicating with families from diverse communities

9. Skills building for families to build their capacity to support their children’s learning at school and at home
Developing the Fully -Engaged Family

<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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<td>Rumour</td>
<td>Honesty</td>
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<td>Collusion</td>
<td>Trust</td>
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<td>Pessimism</td>
<td>Optimism</td>
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<td>Judgement</td>
<td>Mutual Respect</td>
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<td>Apathy</td>
<td>Empathy</td>
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<td>Defensiveness</td>
<td>Active Listening</td>
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<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>
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<tr>
<td>Parents and Friends</td>
<td>Communicator</td>
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<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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### Contributions to school community

- **High**
- **Low**
- Contributions to students success

### Uninvolved Parent (OUTSIDER)
- Rumours
- Blaming
- Collusion
- Reactive Parent (PROVOKER)
- Neither school or child focused

### Mindful Parent MENTOR
- Teaches Respect
- Instils behaviour learning
- Models positive behaviours
- Inspires Learning

### Contributions to students success
- High
- Low

### Traditional Parent Volunteer
- HELPER
  - Parents and Friends
  - Classroom support
  - Fundraiser
  - Board member
  - SCHOOL FOCUSED

### Fully-Engaged Parent
- COLLABORATOR
  - Communicator
  - Problem-Solver
  - Active Listener
  - Strategic
  - SCHOOL AND CHILD FOCUSED
Steps to strengthen engagement

Step One
Analyse 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.

Step One
Analyse current practice

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.

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.

Step Four
Evaluate progress

By this step Good Shepherd can now identify strengths and areas that require development as a new community.
Communicating

Connecting learning at home and at school

Building community and identity

Recognising the role of the family

Consultative decision-making

Collaborating beyond the school

WHOLE SCHOOL

Participating

HOW?
Getting started!

Mission & Religious Education
- 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

Learning & Teaching
- 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.

Professional Practice & Collaborative relationships
- Productive, positive partnerships with parents that improve student learning outcomes
- Establish strong connections with local BCE school and other schools in the community

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

WHAT?

• Developing strategies for successful implementation of the Australian Curriculum
• Establishing strong connections with local BCE school and other schools in the community
WHO?

COMMITTEES?

This meeting – Planning for Step 1

HOW?
We worked in groups and brainstormed ideas on how the FACE network can assist the community. Some of the suggestions were:

• Looking into a closed Facebook Group for the Good Shepherd parents and teachers to come together and share information on upcoming events, meeting notes and important dates. This is being considered and will be advised.
• Looking at starting Mother/Father’s day stalls and have parent volunteer’s
• For open days, looking into more signage, parent involvement and welcome BBQ’s
• Looking at inviting new families for 2014, relief teachers to be part of September’s opening
• Looking into social activities for parents to get to know each other
• Outreach to engage current families- phone tree contact?
• Looking into creating a survey to be handed out to all families to gain feedback on how families would like to become involved and what activities they are interested in
• Looking into creating welcome packs created by existing families for new families to help them adjust into the school community more comfortably.
The FACE network has come up with an event to get families interacting. We have decided to hold an afternoon tea (catered by parents) at 3pm which is school pick up time on the 19th of June.

We are hoping this will attract a lot of parents and help them get familiar with other families. We are also hoping to make this a semi regular event.
Group 1: PLAN AFTERNOON TEA for 19 June at 3.00pm on the Verandah –

Group 2: ESTABLISHING A FAMILY FACEBOOK PAGE- Terese And David

Steps to Building an Online School-Parent Community*
Listen.
Engage.
Create Trust.
Inspire Action.
HOW

Group 3 – Social Events planning – Judith and....

Group 4 – Planning Blessing and Opening celebrations - Judith and Terese

Group 5 – Welcome package

Group 6 – Survey as per 1
Mission and Religious Education
- Way forward
  PLANNING FOR
  BLESSING AND
  OPENING

Professional Practice and Collaborative Relationships
- Way forward
  FACE BOOK
  SOCIAL EVENTS
  - AFTERNOON TEA

Learning and Teaching
- Way forward
  SURVEY

Strategic Resourcing
- Way forward
  GIFTS AND TALENTS

Step Five
Way forward

GOOD SHEPHERD
CATHOLIC PRIMARY SCHOOL
SPRINGFIELD LAKES

www.goodshepherd.qld.edu.au
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.
GOOD SHEPHERD
CATHOLIC PRIMARY SCHOOL
SPRINGFIELD LAKES

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