

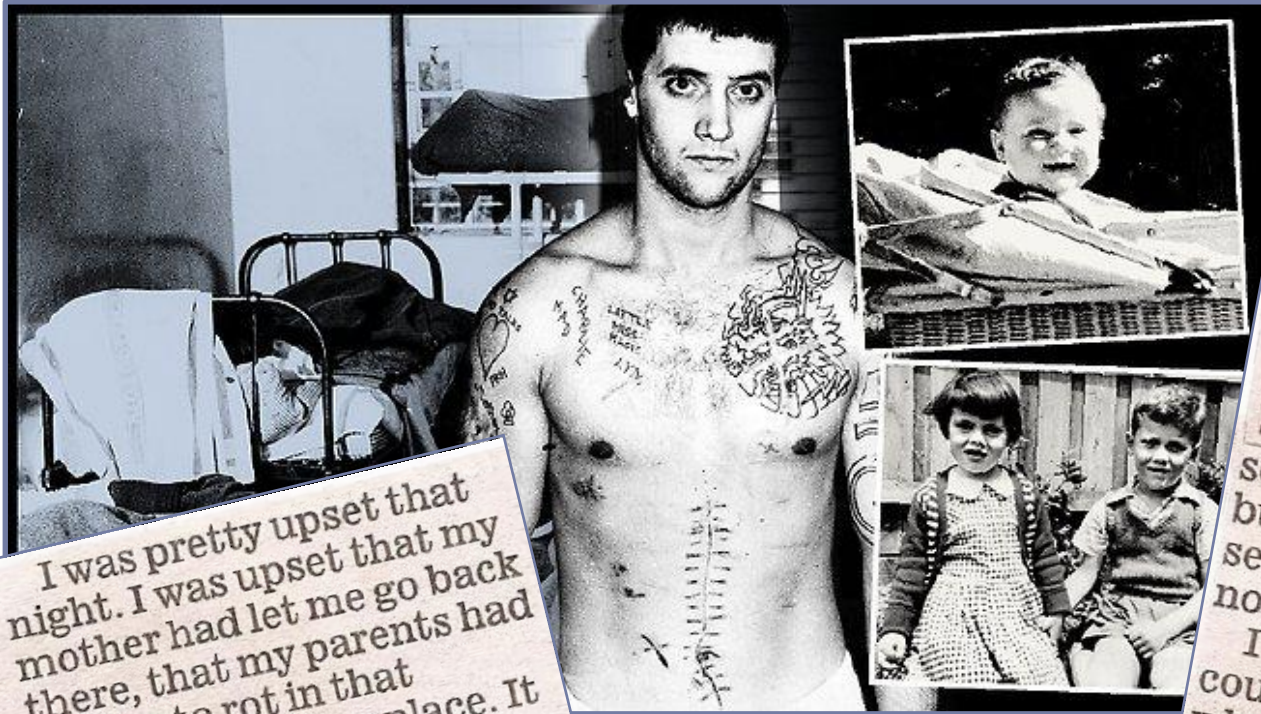
state of play

< Rewind

Forward >

Parent* involvement and parent* engagement

20 second grabs ...



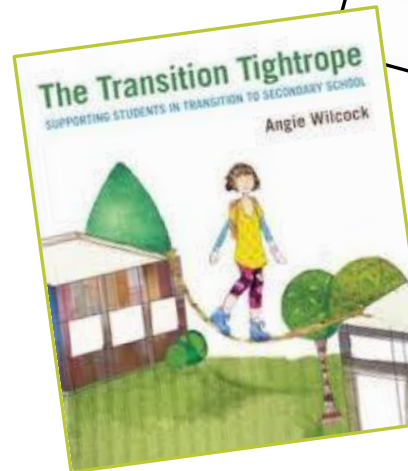
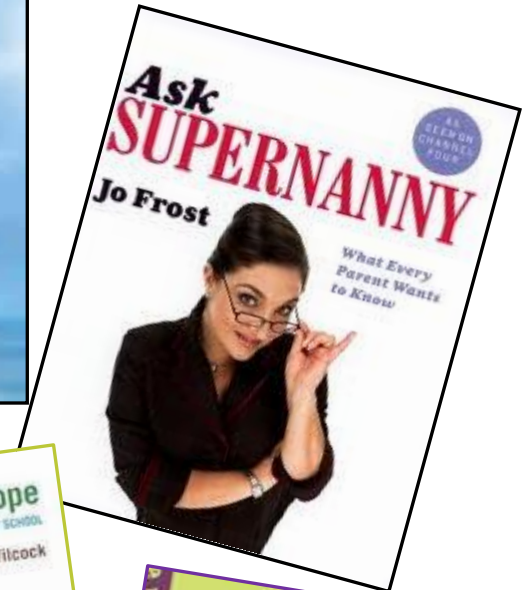
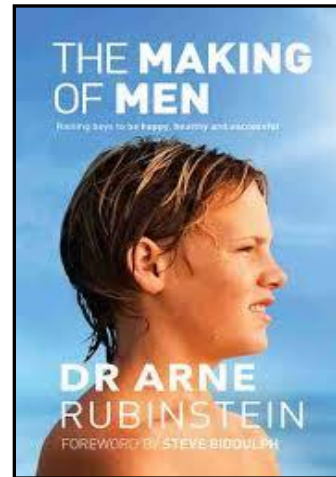
I was pretty upset that night. I was upset that my mother had let me go back there, that my parents had left me to rot in that miserable, boring place. It was fine, I suppose, when there was just a couple of weeks ahead of me, but I wasn't too happy about staying there for good. I wasn't scared, I was just a bit sad about it — that first night, anyway.

Mark Chopper Read
Sunday Herald Sun, 2/10/11

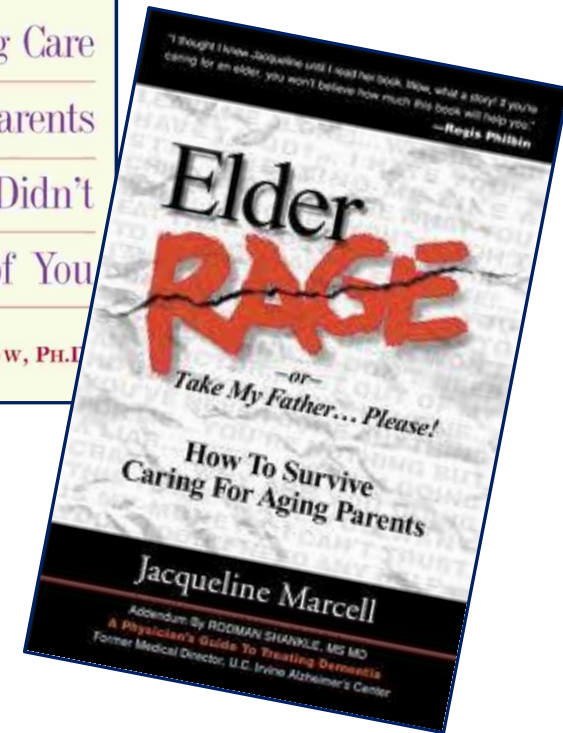
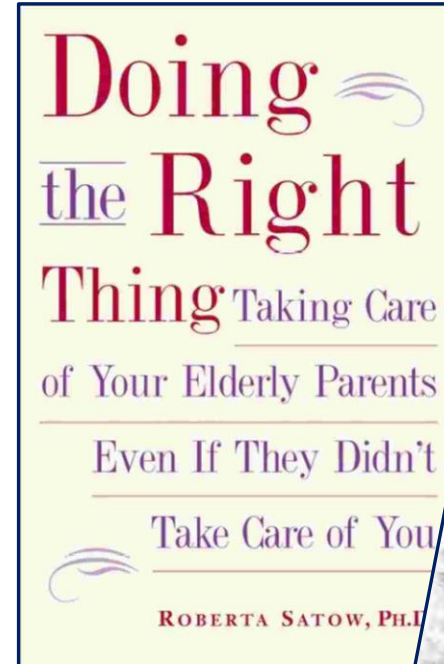
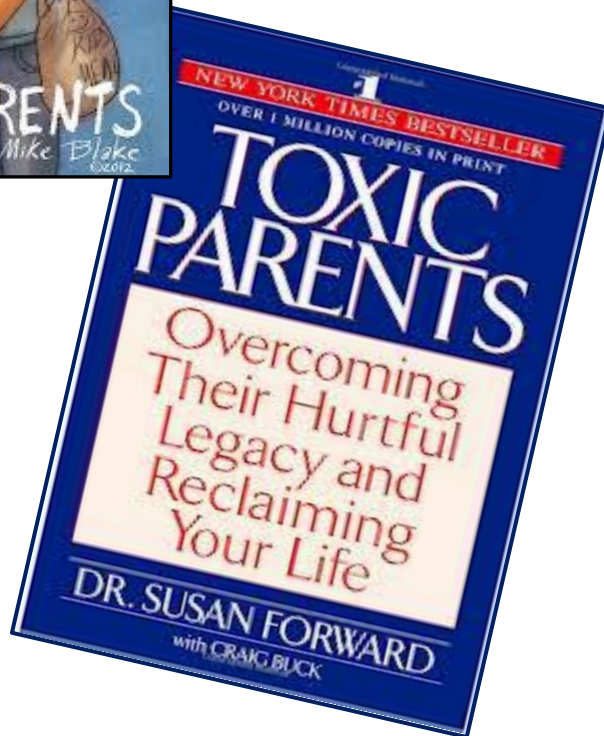
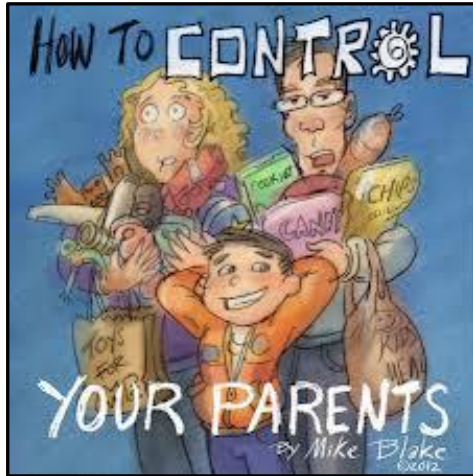
After lunch it was back into the day room. There was no schoolwork going on back then, we'd just watch TV all day long and play bloody volleyball. Four and a half months in Turana, and I never once bumped into a schoolteacher. Never once bumped into a book. I didn't see pens, paper, a library, not back then. I imagine now they've got courses and training or whatever, but in 1970 all you did was talk about crime and watch TV. There were board games in the day room, but no one ever played them. We'd sit around watching *Gilligan's Island* and *Hogan's Heroes*.

20 second grabs

As governments pour money into ad hoc parenting programs, from in-home visits to play groups and emergency hotlines, a crisis in parental confidence is driving a boom in self-help books and TV programs such as *Super Nanny*. (SMH, 25/6/06)



20 second grabs



20 second grabs...

Glen parks his 4-wheel drive on the street and walks inside his 4 bedroom home passing two council rubbish bins on the footpath.

He walks to the back of the house and inspects the lawn. Glen sees this lawn as a reflection of his life.

Yard is messy. Life is messy. Yard is neat. Life is neat.

“How many people walked past them bins today?” He asks.



20 second grabs

if this then that

20 second grabs ...



How about better parents?

New York Times (19/11/11)

“There’s no question that a great teacher can make a huge difference in a student’s achievement, and we need to recruit, train and reward more such teachers. But here’s what some new (PISA) studies are also showing: We need better parents. Parents more focused on their children’s education can also make a huge difference in a student’s achievement.”

<http://www.oecd.org/pisa/49012097.pdf>

Images of parents

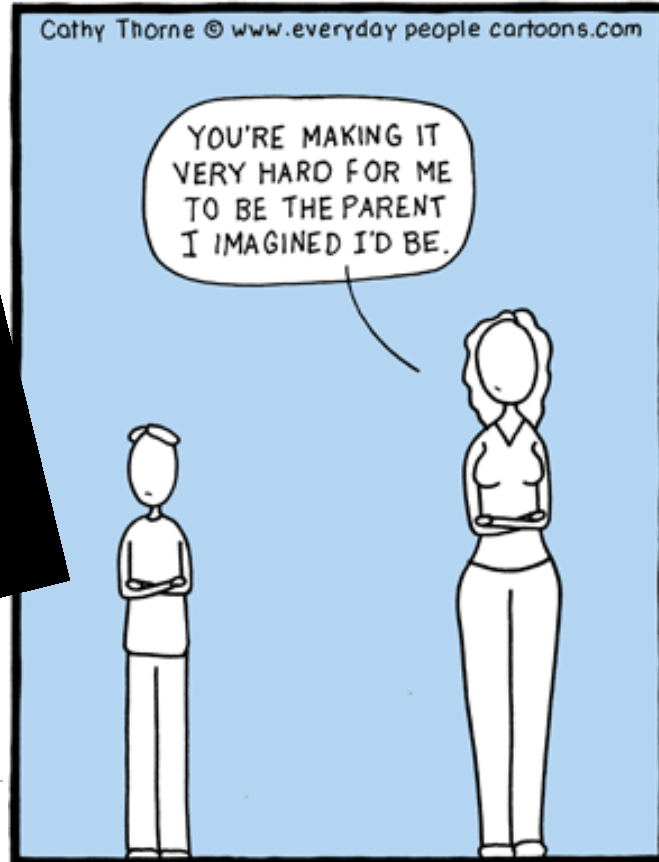


Relatable Post #5698
Overprotective parents
raise the best liars.

"A LOT OF PARENTS
WILL DO ANYTHING
FOR THEIR KIDS
EXCEPT LET THEM
BE THEMSELVES."
BANKSY

Cathy Thorne © www.everyday people cartoons.com

YOU'RE MAKING IT
VERY HARD FOR ME
TO BE THE PARENT
I IMAGINED I'D BE.



THE SUPPORTER

(low/medium education)

Satisfied and involved, prepared to help with practical matters, excellent helping hand, pleasant partner, active, available.

THE ABSENTEE

(low/medium education)

Thinks self not suited to make a contribution, may only participate when asked explicitly, school has no priority(anymore), impossible to contact.

THE POLITICIAN

(medium/high education)

Wants to help make decisions, exert influence, and be involved; satisfied if can participate in meetings; critical consumer.

THE CAREER MAKER

(medium/high education)

Places responsibility for child raising/care and education on the school; satisfied as long as school takes on all tasks; takes a 'no news is good news' approach.

THE TORMENTOR

(high education)

Feels offended and misunderstood as a result of the school's attitude and own educational experiences; denounces errors on the part of the school; is an unguided missile for the school team.

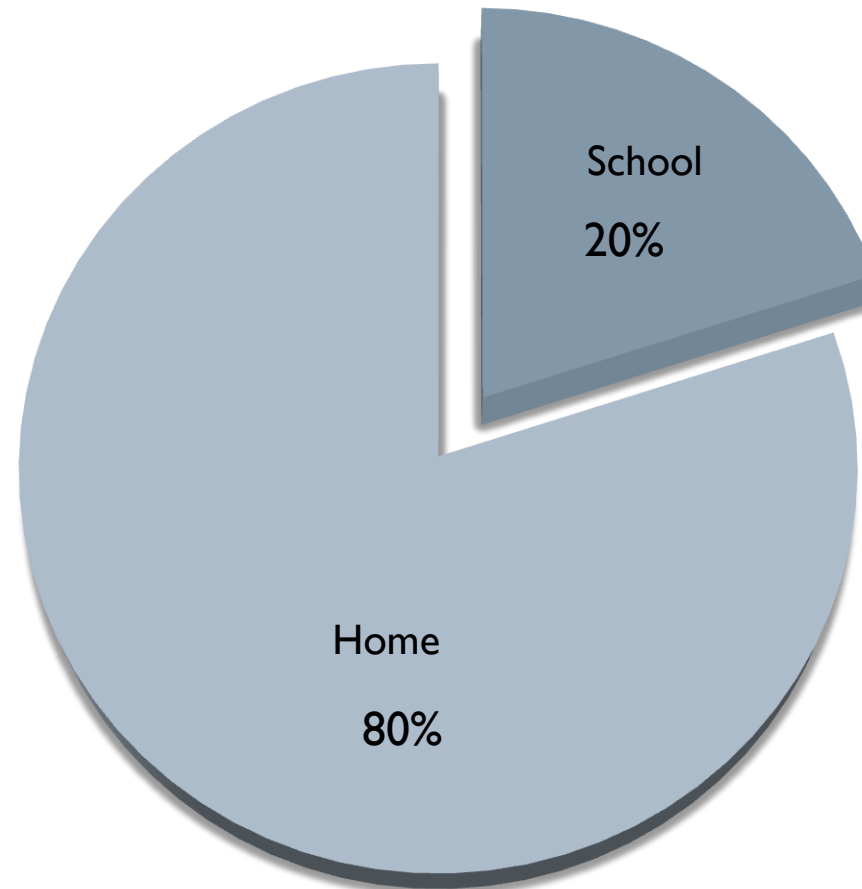
THE SUPER PARENT

(high education)

Feels mutual responsibility for child raising and education; is willing to invest in school relationships; thinks critically along with the school and contributes good ideas; is satisfied when the school does its best for the performance and well-being of own and other children.

Relative influence on achievement

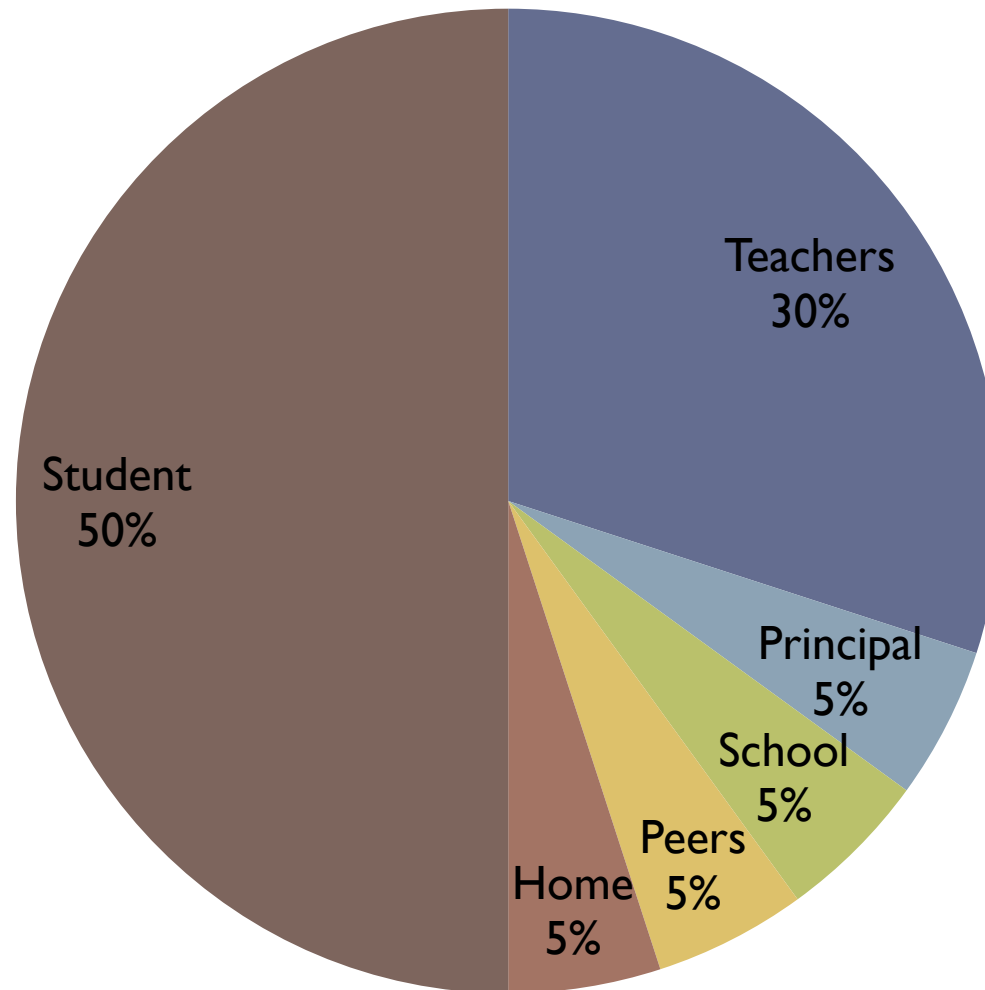
(school effectiveness research)



*'... the literature is unequivocal about the fact that parental **involvement** makes a significant difference to educational achievement ...' (Harris & Goodall, 2007)*


Factors that influence achievement

(Hattie)

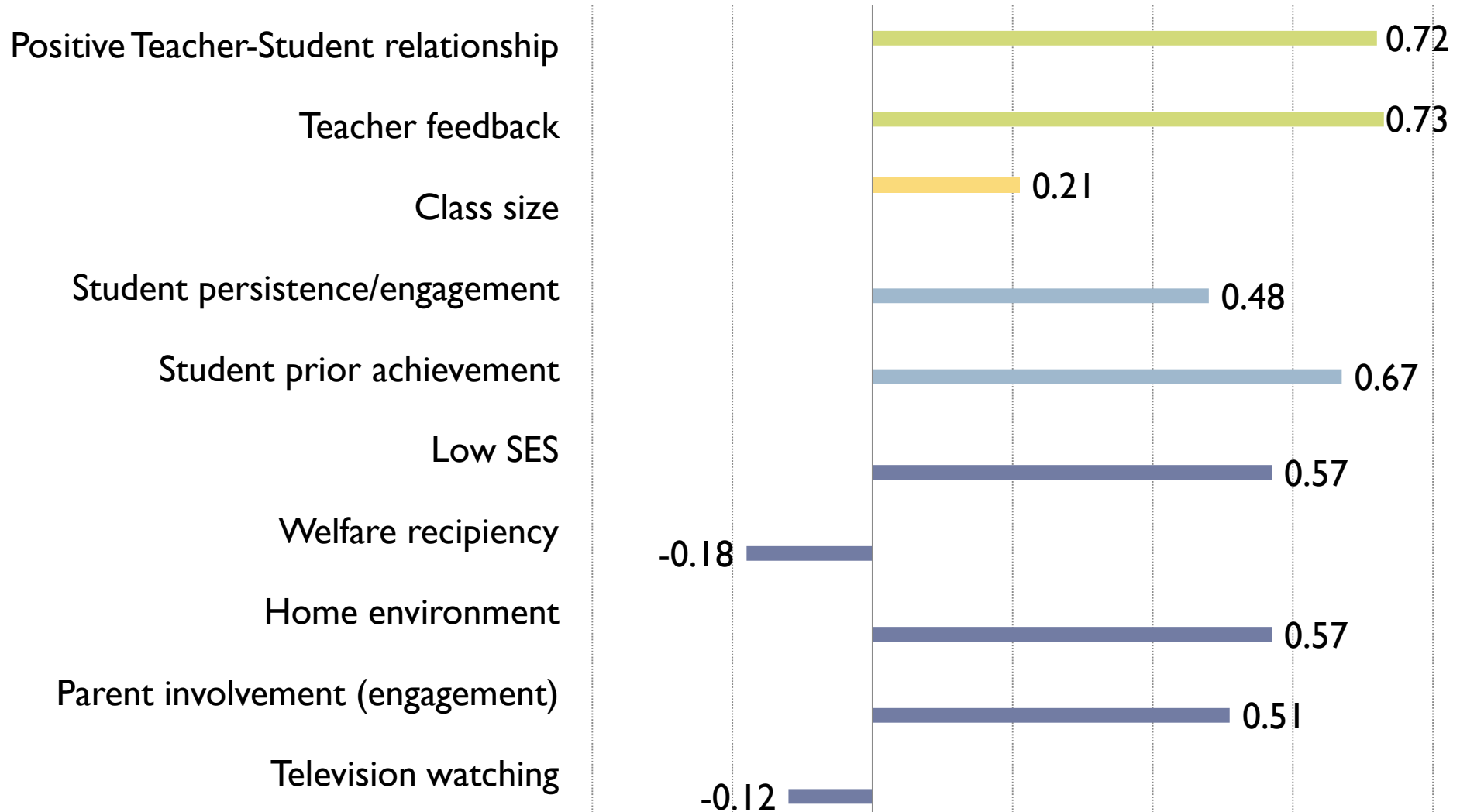


Factors that influence achievement

(Hattie)

Domain	Av. effect size
Student <i>Incl. background, attitudes and dispositions, physical influences and preschool experiences.</i>	0.40
Home <i>Incl. socioeconomic status, welfare reciprocity, family structure, home environment, television, parental involvement, home visiting.</i>	<u>0.31</u> 
School <i>Incl. attributes of schools, types of school, school composition, classroom composition, curricula for gifted students and classroom influences.</i>	0.23
Teacher <i>Incl. teacher effects, teacher training, microteaching, teacher subject matter knowledge, quality of teaching, teacher-student relationships, professional developments, expectations, not labelling students and teacher clarity.</i>	0.49
Curricula <i>Incl. reading, mathematics and science and other curricula programs.</i>	0.45
Teaching approach <i>Incl. teaching strategies emphasising learning intentions, success criteria, feedback, student perspectives in learning; and implementation approaches emphasising teaching strategies, school-wide teaching strategies, technology, and out of school learning.</i>	0.42

Hattie's findings (2009)



Parent involvement

- ▶ *Parental involvement* often refers only to school-based activities (e.g. attending school events; parent-teacher meetings; volunteering).
- ▶ Some researchers have applied *involvement* to a broader range of activities (e.g. Epstein's six types of involvement).
- ▶ Because *parental involvement* focuses on school-based activities, it doesn't capture all of the parental attitudes and behaviours that can influence *learning*.
- ▶ *Parental involvement* positively impacts children's social and emotional wellbeing, especially in the first years of school, and provides valuable support and volunteer resources to schools.
- ▶ *Parental involvement* is not necessarily associated with improved academic outcomes.

Parent engagement

- ▶ *Parental engagement* captures all activities associated with *involvement*, and the wide range of other things parents do to support learning.
- ▶ Denis Muller pretty well captured the concept of *parental engagement* in the research literature:

‘(it) involves partnerships between families, schools and communities, raising parental awareness about the benefits of becoming engaged in their children’s education, and providing them with the skills to do so’.

<http://www.austparents.edu.au>

- ▶ The evidence suggests it is this broader engagement in learning and educational processes, including in the home and the community, that produces the most significant impact on academic achievement.

Engagement is more than involvement

- ▶ **Academic socialisation** – the role of parents in communicating attitudes and beliefs about education, fostering educational aspiration, and supporting the development of effective learning strategies.
- ▶ **Parental role construction** – social and community norms that shape parental beliefs and decisions about the roles they play in their children's education, including attitudes about ideal educational outcomes and the role of parents in facilitating them.
- ▶ **Parenting style** – a style that is supportive of the child and encourages conversation and exchange between the parent and child, allowing for the setting of limits and rules while making transparent the reasons behind decisions, thereby acknowledging the autonomy and self-responsibility of the child.

Parent/family engagement

Parental engagement in learning and schooling:
Lessons from research.



Family-School
& Community
Partnerships
Bureau

A report by the Australian Research Alliance
for Children & Youth for the Family-School
and Community Partnerships Bureau.

Dr Lance Emerson
Josh Fear
Dr Stacey Fox
Emma Sanders

- Positive parent engagement is the missing piece of the Australian schooling reform jigsaw
- Without a concurrent focus on this, school-focused reforms may not deliver the magnitude of change expected
- But ... there is no overarching policy framework for parental engagement, no agreed definition, and no agreed measures
- And ... there is less investment than the evidence warrants.

Sample draft definition of parent engagement to promote learning in school-aged children

Actions by parents, underpinned by collaborative partnerships with the school community, that facilitate learning and promote the wellbeing of children and young people.

The Gonski review: Chapter 5 goes missing!

- ▶ While the allocation of resources to areas of greatest need is a necessary condition for achieving improvements in performance across the schooling system, it is not a sufficient condition for doing so.

Excellent teaching and school leadership

The ability of schools to allocate and manage resources at the school level


Innovative approaches to teaching and learning

Effective engagement with parents and communities

Quality assurance

The state of play ...

Australian Government
Department of Education, Employment
and Workplace Relations



**FAMILY - SCHOOL PARTNERSHIPS
FRAMEWORK**
A guide for schools and families



Strengthening family and community engagement in student learning resource


Australian Government
Department of Education, Employment
and Workplace Relations



Next >

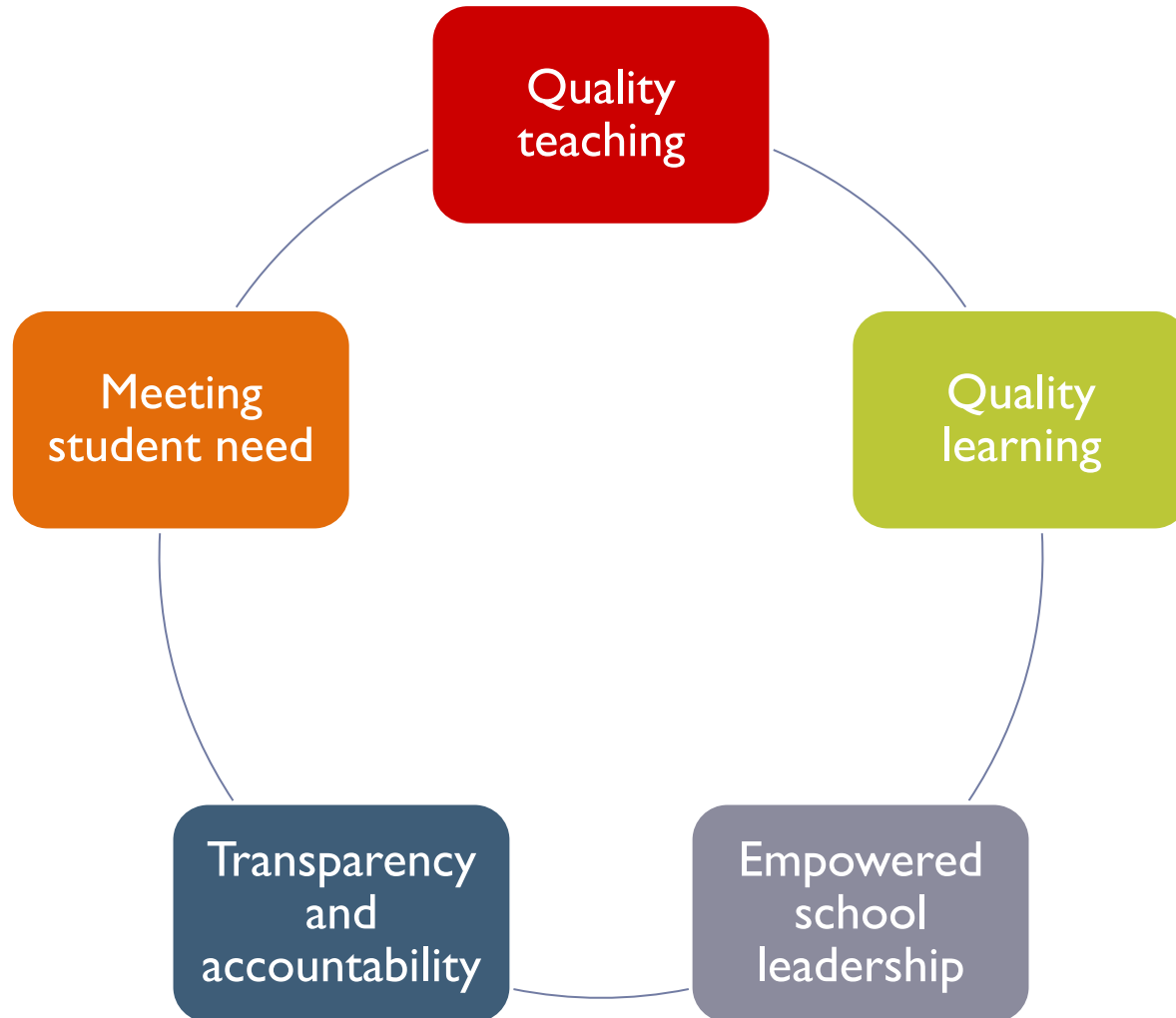


Parent engagement in children's education



**Family-School
& Community
Partnerships
Bureau**

Last week's national plan for school improvement



Last week's national plan for school improvement

Strengthen parent and community engagement	Provide better support for, and engagement with, parents and families, including advice on how best to contribute to their child's learning at home.	Systems and schools will work to strengthen the relationship between school, parents and families. These strategies will be included in school improvement plans.	From 2014
	Establish effective partnership between schools and other organisations in the community.	Systems and schools will work to strengthen the relationship between school and the community. These strategies will be included in school improvement plans.	From 2014

National school improvement tool

Domain 9

Outstanding

The school leadership team makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual, physical and/or other resources not available within the school for the purposes of improving student outcomes. There is a range of currently operating partnerships, each carefully planned and designed to enhance student outcomes (for example, to broaden student knowledge, build new skills, develop more positive attitudes, increase engagement levels, create applied learning opportunities for students, or facilitate successful transitions to work or further education or training).

Each partnership has been established in response to an identified need. Considerable effort has been put into understanding students' needs, identifying appropriate partners to address those needs, planning the details of partnership programs and clarifying partner roles and responsibilities.

Careful consideration has been given to the benefits of the partnership to each participating partner. Explicit processes are in place to ensure ongoing and effective communication – sometimes across networks of partners – and there are documented plans for monitoring and reviewing the effectiveness of each partnership.

The school's partnerships are being successfully implemented and appear to be adequately resourced and sustainable. There is clear evidence that partnerships are having their intended impact.

Parent (family) engagement

Actions that **schools** can take in partnership with parents:

- ▶ Develop an understanding of what parent engagement is and how to build a culture of engagement in their school context
- ▶ Put in place parent engagement policies and procedures
- ▶ Demonstrate support by school leadership for parental engagement
- ▶ Build relationships and partnerships based on mutual responsibility, respect and trust
- ▶ Dedicate staff and other resources to engagement activity
- ▶ Provide engagement training for teaching and non-teaching staff
- ▶ Reach out to parents where they live and work if they are ‘hard to reach’ or ‘under served’
- ▶ Recognise that parents who appear un- or disengaged may be contributing in important ways to their children’s learning, or may face barriers to doing so which schools and teachers might be able to address.