

## Partnerships with parents

Quality partnerships require a reciprocal commitment from staff and parents to work together to improve student learning and wellbeing.

Learning is not limited to the classroom. The beliefs, expectations and experience of parents are powerful determinants in students' achievement. Effective partnerships can help to raise parents' awareness of their ability to improve their children's learning and wellbeing. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.

### Points to consider

- ▶ How do the school personnel build a whole-school commitment to engaging with parents?
- ▶ How can schools support parents to be positively engaged with their child's learning, at home and at school?
- ▶ How does the school ensure that it is inclusive of all parents in the school including parents with different cultural and educational backgrounds, working arrangements, and communication requirements?
- ▶ How can teachers and parents work together to help children learn?
- ▶ How does the school find out what would help parents?
- ▶ How do teachers seek to understand and learn about students, including their home situation and culture?
- ▶ How can parents better support teachers?



### Links with the NSIT

Building partnerships aligns with the following aspects of Domains 3 and 9 of the NSIT:

- ▶ Recognising parents and families as integral members of the school community and partners in student learning.
- ▶ Building partnerships with parents and families to improve opportunities and outcomes for students.
- ▶ Developing clarity around partner roles and responsibilities.





## Achieving results: Ideas for improvement

### Every day

- ☑ Encourage all staff to model best practice by being friendly, caring and welcoming to parents to create a supportive environment and positively influence the behaviour of students.
- ☑ Recognise, acknowledge and utilise the expertise of staff, for example, consult with key staff for advice on engaging with cultures represented in the school community.

### Early in the school year

- ☑ With consideration of the school community, work with parents to identify ways they can help their child's learning at home, for example:
  - provide advice about spaces and routines for homework
  - encourage parents to take a supportive interest in their child's progress and set clear expectations for outcomes
  - provide activities that parents can use to enrich learning in areas of interest or need
  - include practical activities in homework that involve parents, especially in literacy and numeracy.
- ☑ Consider a school-based community liaison officer to facilitate communication between parents, the community and the school.

### Throughout the year

- ☑ Offer professional development that gives teachers strategies to enhance communication with parents.
- ☑ Discuss parent engagement strategies and ideas at staff meetings.
- ☑ Involve students and parents in the development of individual curriculum, behaviour and/or personalised learning plans.
- ☑ Conduct parent workshops, information sessions or webinars on commonly asked queries, for example, how to help children read, coding and robotics, transitioning to Prep/high school. Offer specific workshops for targeted groups of parents who require more tailored and individual assistance for example, how to assist children with their homework for specific subjects. If staff members volunteer to deliver these workshops, provide Teacher Relief Scheme (TRS) to compensate for the preparation and delivery time and show that their expertise is valued and their time commitment is respected.

### Once a year

- ☑ Identify different aspects of parent participation occurring in the school and which staff members are responsible for supporting each aspect.
- ☑ Collect and analyse feedback from parent and teacher surveys.
- ☑ Establish a clear process for parents to provide feedback to the school about what is working well, along with suggestions for improvements.