## Section 4 PARENTS AND FAMILIES

### INTENDED OUTCOMES

**Parents and families participating in partnerships that provide an informed and supportive environment for all young people to enable lifelong learning and career and pathway planning, and improve their education and transition outcomes.**

### EVIDENCE BASE

#### Strategic Conversations

IN February 2010n,ten hours of workshopping was facilitated by a TSFPB with the Acting CEO of the National Family-School & Community Partnerships Bureau / Australian Council of State School Organisations and a Senior Executive Officer of the Metropolitan East Regions of The Queensland Parents and Citizens Association to design "Next Practice Parent Engagement strategies" in response to changed parent interests and expectations.

#### Document Analysis

Appendix 1 The evidence base that underpins identified trends and issues of parent engagement @ the global level

Appendix 2 The evidence base that underpins identified trends and issues of parent engagement @ the National level

Appendix 3 The evidence base that underpins identified trends and issues of parent engagement @ the State level

Appendix 4 The map of state and regional

* Legislative parameters around parent participation in education
* representative structures and networks that provide avenues for parent voice in educational policy and practice
* programs that support parent partnerships
* Existing partnerships between parents ,business& industry ,community and Education and training .

### OPPORTUNITIES AVAILABLE TO TSFPB TO STRENGTHEN PARENTS AND FAMILIES PARTICIPATING IN PARTNERSHIPS

### Leverage existing TSF programs

Existing TSF programs for students in their Secondary school Years (12-18), focussed on building their capacity to make successful transitions from school to work and or further education (through a range of programs including the *iTrack* online mentoring program and University Open Days) and the Tertiary Scholarship Scheme for 18-24 age group provide and extensive internal experience and expertise base in working beside students and their parents .

* TSF is already a trusted third party broker outside education and training /Parent structures and provides the opportunity to access and strengthen an unfiltered student voice in partnerships and practices as students exert increasingly autonomous decisions about their educational pathways in the 12-24 age cohort . This is especially valid for Low SES students and their parents

### Strong research support for an expanded role for parent partnerships

There is an increasing trend to establish centralised educational frameworks and devolve accountabilities to local school communities for delivery. –

The espoused position of National peak bodies includes the following principles

* Families are the first and continuing educators of their children.They are publicly committed to establishing partnerships based mutual responsibility, respect and trust.
* Families and schools value the diversity of families and use this as a resource for building partnerships and communities

The TSFPB Regions in Queensland contain the " head office " of the major parent representative groups in Catholic Education , DET and Independent School Systems at the state level

DEEWR is a sponsor common to PBP and National Family-School & Community Partnerships Bureau, ACSSO and APC

### Grass roots demand for quality data ,information and knowledge

Many parent leaders express a need for all parents to access information , knowledge and skills through a sustainable PROGRAM OF LEARNING designed to deliver measured value added in parent's capacity to

* Understand the assumptions and hypotheses underpinning local policy, programs and practices
* Engage & connect with a trusted network of social support and wisdom at local ,district and international levels
* Access trusted evidence sources relevant to their purpose ,their people ,and their place when they need it.
* Develop their existing capabilities to support AND challenge learning practices at home at school& in the community.
* Provide the opportunity for formal recognition of learning through AQTF qualifications
* Allow students, teachers and parents have access to digital resources, information and tools and agreed performance data anywhere, anytime( Parent portal Digital Education Revolution strategic plan )

**There are an identified cohort of core thought leaders within TSF PB Regions who are committed to exploring partnership possibilities to develop and sustain a PARENT PROGRAM OF LEARNING**

The National School First Program has produced Aspley Special School , Brisbane SHS,Brown's Plains SHS ;Nashville SS ; Redcliffe SHS ;in the 13 Queensland Impact award winners for 2009

**The Challenges for TSFPB delivery of parent partnerships**

*A history of diminished engagement over time*

* The extent of parental involvement diminishes as the child gets older and is strongly influenced at all ages by the child characteristically taking a very active mediating role.

*Dominance of education supply side offers of engagement coupled with a perceived weak demand from parents as we move into the 12-24 age brackets*

* Some research suggests that there is a continuum of engagement from Informing (tell parents what the school is doing); Involving parents in activities that meet teachers needs; Engaging parents in shared decision making. Students Parents ,Staff use their complementary capabilities to Lead programs
* The

*Lack of evidence on school/parent partnerships in the Australian context*

* The early adopters /mavens of school /parent engagement practice at both the continuum is limited
* It has been suggested that in a number of schools the existing legislative base and current activities supports the lower end of that practice continuum
* There is little empirical evidence that indicates
  + The power relationships between parents and school/educational institutions
  + The composition of parent groups represents the full spectrum of parents within the school community
* The participation rates of members in the formal business of the official representative structures
* There is little public domain information about the quality of current partnerships or the partnerships
* The Functions of school parent representative structures are restricted to advice giving, fostering community interest in educational matters, resource acquisition. These bodies may not a) interfere with the management by the school’s principal of the day-to-day operations of the school and its curriculum;

### Challenges to peak body representative models

National State, Regional and school community representative groups increasingly acknowledge their perceived lack of representation and relevance to an increasingly diverse and articulate parent body.

Appendix 1

The Harvard Family Research project, http://www.hfrp.org/,

**THE IMPACT OF PARENTAL INVOLVEMENT, PARENTAL SUPPORT AND FAMILY EDUCATION ON PUPIL ACHIEVEMENT AND ADJUSTMENT:**

**A LITERATURE REVIEW *Professor Charles Disgorges***

***With Alberto Abouchaar 2003***

Home-to-school transitions for financially disadvantaged children

Diana Smart, Ann Sanson, Jennifer Baxter, Ben Edwards and Alan Hayes

[www.thesmithfamily.com.au](http://www.thesmithfamily.com.au) Copyright © 2008 The Smith Family

**At risk adolescents: their perception of parenting styles**

Helen J Boon James Cook University

PROFESSIONALS AND PARENTS: A SOCIAL MOVEMENT FOR EDUCATIONAL CHANGE Andy Hargreaves



APPENDIX 2

FAMILY - SCHOOL PARTNERSHIPS FRAMEWORK

A guide for schools and families

Key Dimensions of Family-School Partnerships

Building capability in vocational education

and training providers: The TAFE cut

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OCCASIONAL PAPER

The views and opinions expressed in this document are those of the author/project team and do not necessarily

reflect the views of the Australian Government or state and territory governments.Success through partnership

Achieving a national vision for ICT in

schools

Strategic Plan to guide the implementation

of the Digital Education Revolution

initiative and related initiatives

5 August 2008

***Digital Education Revolution***

***Implementation Roadmap***

**Advice to the**

**Productivity Agenda Working Group**

**Schooling Sub-group**

**from the**

**Australian Information and Communications Technology in**

**Education Committee’s (AICTEC)**

*21 January 2009*