community hubs and...

Parent and Community Engagement in Learning and Well-Being

Danielle Cronin - Executive Director CCSP

New Paradigm

Children learn everywhere, at any time.
Learning has shifted from school-centred to **student-centred learning.** Working from this stance, there are **many influences** on learning that need to be elevated. **One of the most powerful** of these is **family engagement** in children's learning and development.

[Harvard Family Research Project, 2010]

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Influences Affecting Achievement

Outside the school gate
[85-92%]

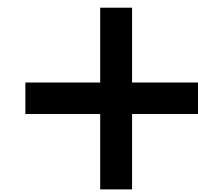The Child   SES   Culture

Peers   The Family

Home Learning Environment

Community

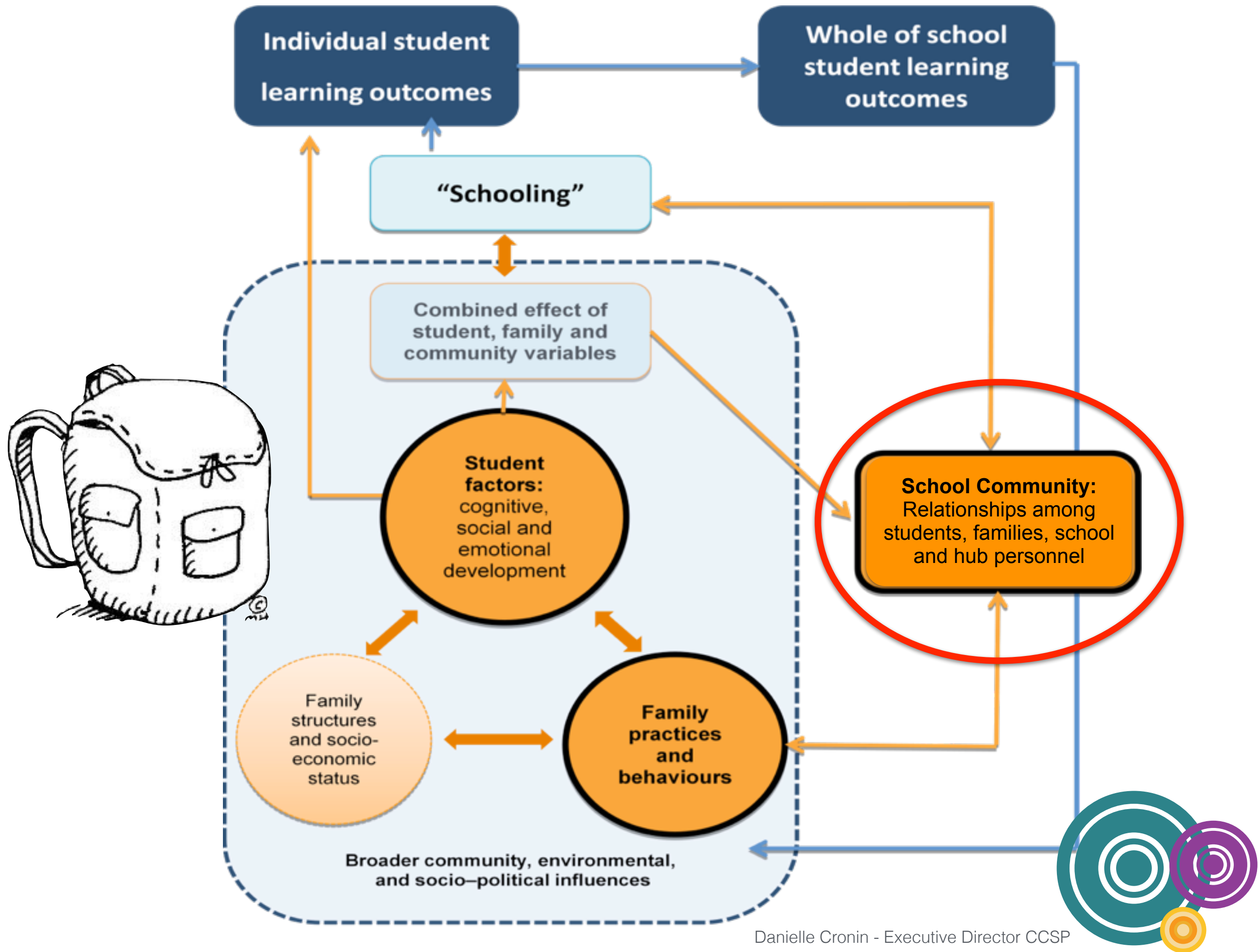Parent Engagement

Social Capital

+

Inside the school gate
[8-15%]

The Teacher!   Curriculum

Leadership

School Climate

[Findings from the School Effectiveness Research, ARACY Research Report, December 2012]

Individual student learning outcomes

Whole of school student learning outcomes

"Schooling"

Combined effect of student, family and community variables

Student factors: cognitive, social and emotional development

Family structures and socio-economic status

Family practices and behaviours

School Community: Relationships among students, families, school and hub personnel

Broader community, environmental, and socio–political influences

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Adapted from Harvard Family Research Project

Impact on Learning

"Family participation in education is twice as predictive of students' academic success as family socioeconomic status"

[Epstein: 2005]

"Parental effort has a large effect on student achievement compared with school resources". Magnitude of effect = extra $1000 per pupil spending per annum.

[Houtenville and Conway in ARACY Research Report, Dec 2012]

Schools with strong family engagement four times more likely to improve student reading over time, and ten times more likely to improve student
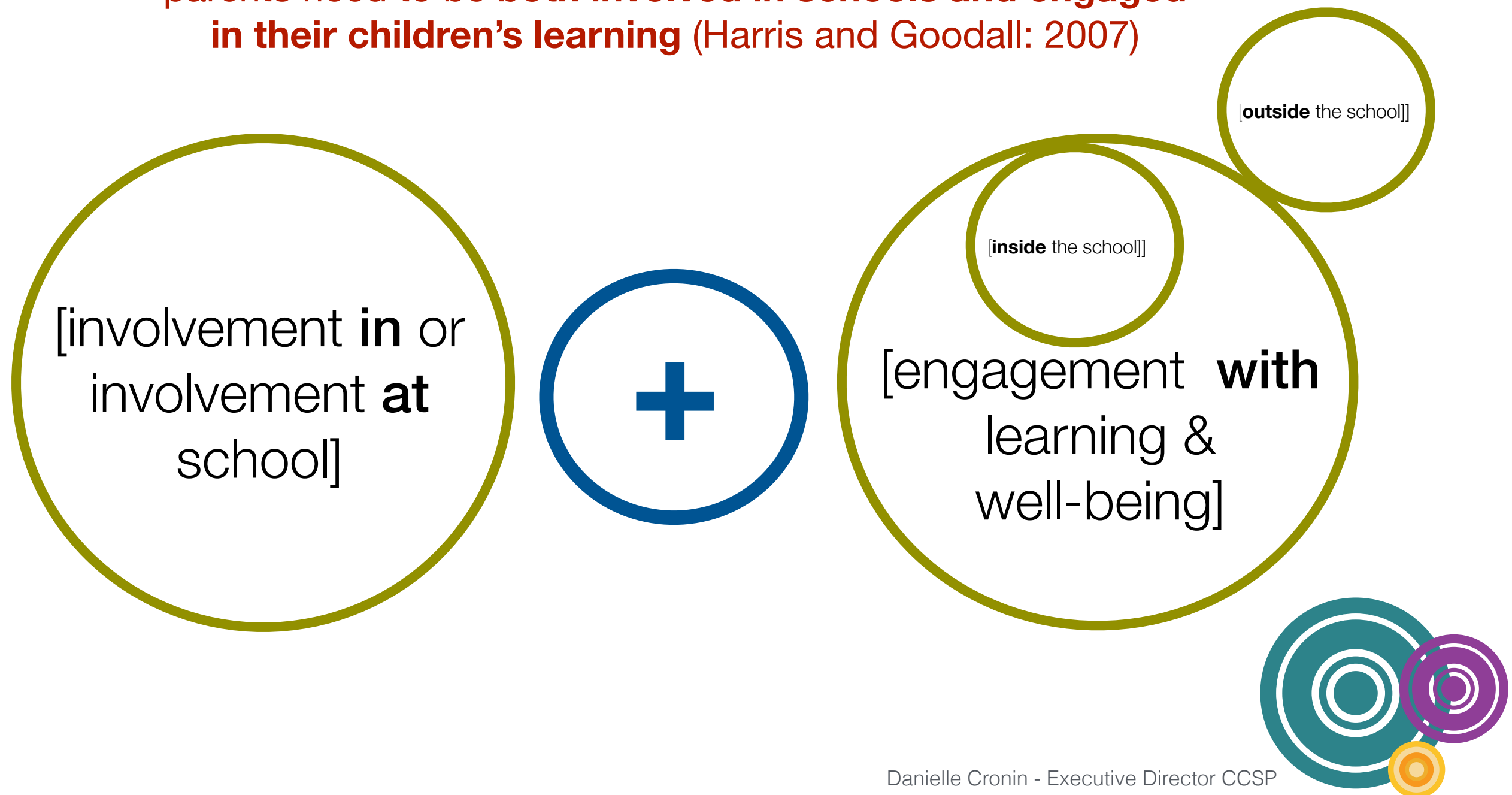
learning gain in mathematics.

[Bryk et al. 2010]

Students whose parents regularly read with them, talk about life and school, get them to think critically - tend to score 25 points above peers on PISA - the equivalent of well over half a school year.

[PISA, OECD: 2012]

Involvement & Engagement in Learning Partnerships

Research has shown that in order to raise achievement parents need to be **both involved in schools and engaged in their children's learning** (Harris and Goodall: 2007)
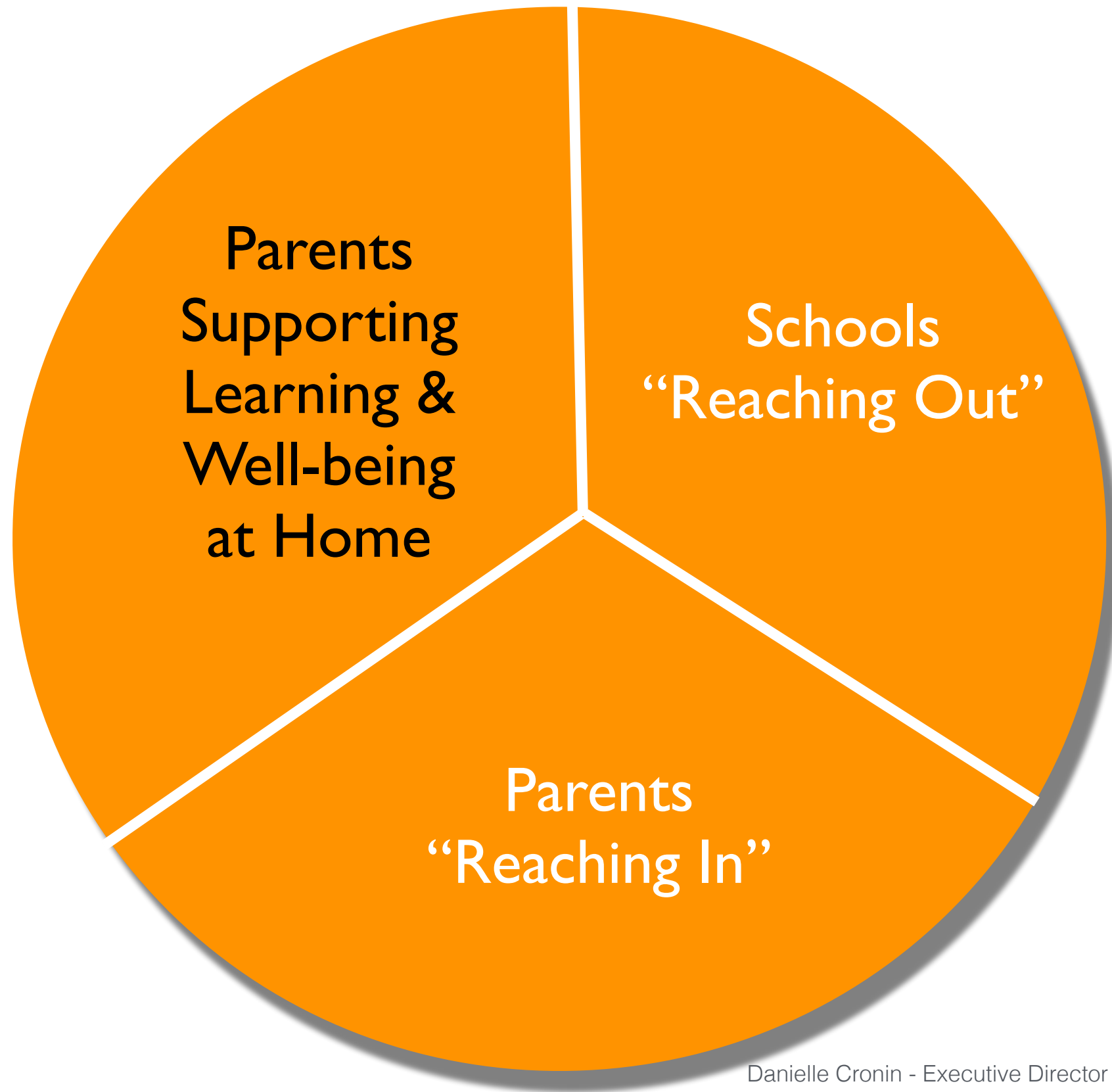
[**outside** the school]]

[**inside** the school]]

[involvement **in** or involvement **at** school]

+

[engagement **with** learning & well-being]

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Engagement in Learning requires...

Building the confidence and capacity of all members of the school community to collaborate around the learning of children

Providing opportunities for each member **to fit together their knowledge, experience** and **skills** with the others' knowledge, experience and skills

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Dimensions of Engagement

Parents Supporting Learning & Well-being at Home

Schools "Reaching Out"

Parents "Reaching In"

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Engagement...

looks like
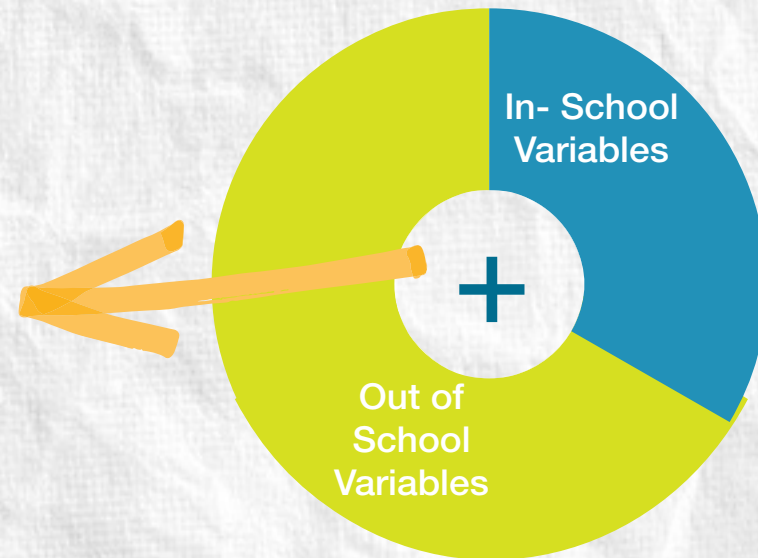## feels like
sounds like

Family Engagement to Support Learning & Well-being

Family Engagement occurs when schools (and their partners) employ intentional and collaborative strategies

to both nurture and leverage the knowledge, capacities and social capital within families

to facilitate and promote the learning and well-being of all children and young people

In- School Variables

Out of School Variables

+

Moral Support

Reading

Talking & Listening

Connectedness

Positive Attitudes Towards Learning & School
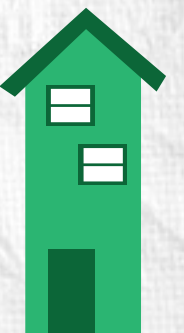
When families are engaged in learning and well-being, students:
Are more likely to attend school - Do better at school and like school more - Feel better about themselves as successful learners - Challenge themselves - Be more engaged in their learning - Stay on at school longer - Be better behaved
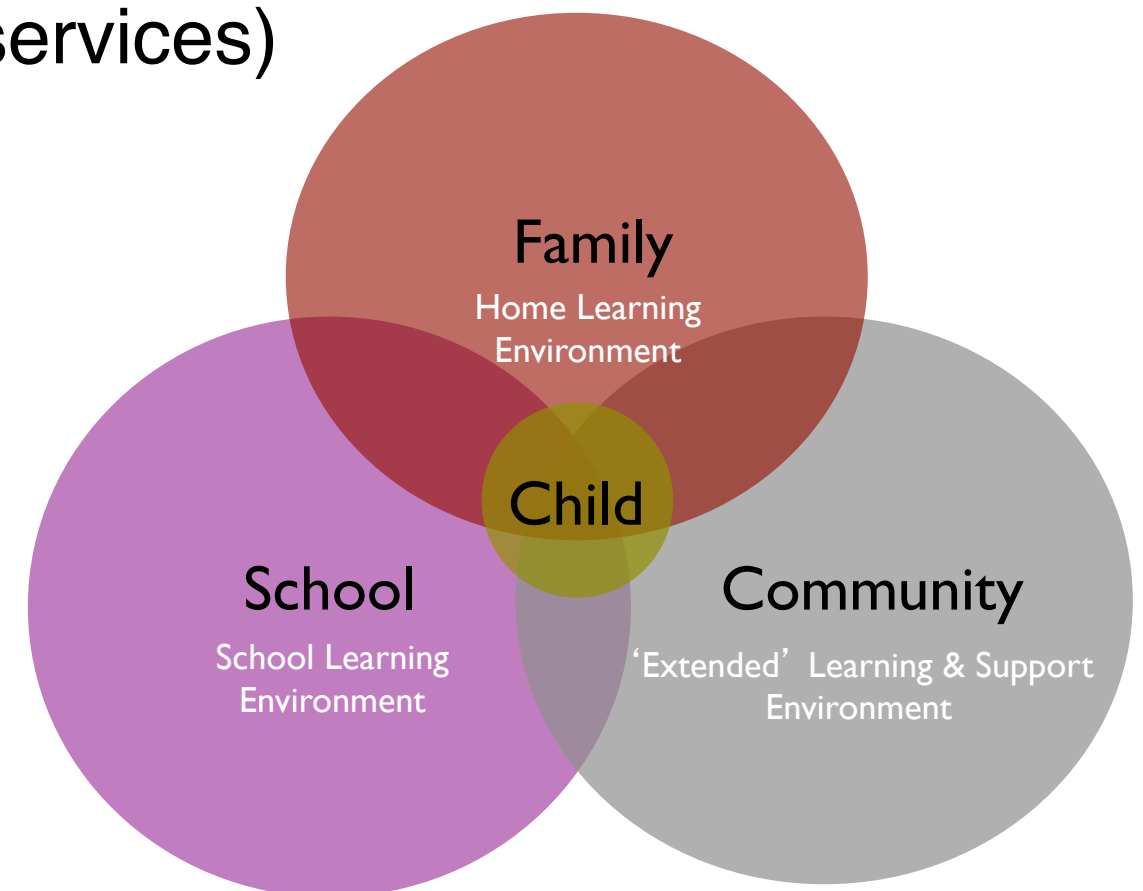
Council of Catholic School Parents NSW/ACT

What is it about Hubs....

1) **Complementary support** to enhance student learning and achievement (e.g. programs to assist in increasing attendance rates, literacy and numeracy programs, parent education programs); and

2) **Supplementary services** that address barriers to learning (e.g. before and after school care, early learning centres, school buses, community links to allied health services)

[adapted from Gunning and Andre, 2011]

Family
Home Learning Environment

Child

School
School Learning Environment

Community
'Extended' Learning & Support Environment

BEYOND RANDOM ACTS

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" Schools are complex organisations which belong to all of the people who make up their membership. It seems unfathomable to me, that one would not want to share the responsibility for such an important enterprise with the people who have made their biggest investment in its success - our parents - and other supportive groups within our community. "
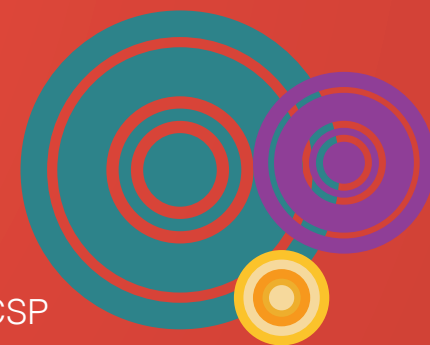
- P. Bretherton, Primary School Principal

Collaborative Networks

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Proposition

"The strongest and most effective schools are those that *work with and affect the communities that affect them*"

Hargreaves and Shirley(2009). The Fourth Way:The Inspiring Future for Educational Change, Corwin Press

Relationships

1. Co-Exist

- Share/ exchange information as needed
- Act separately -side by side
- Low levels of commitment to the 'other'
- Low levels of trust required

3. Cooperating

- Share/ exchange information as needed
- Greater alignment of activities for a common purpose
- May share resources to achieve common purpose
- More systematic and formal relationships/ interactions
- Requires time, trust and a commitment to the 'other'

2. Coordinating

- Share/ exchange information as needed
- Some alignment of activities for a common purpose
- Relatively informal relationship/ interactions
- Usually short term commitment

4. Collaborating

- **As above, plus**
- Intentional and regular information sharing
- Seek to build the capacity of each partner for mutual benefit and common purpose
- Longer term commitment to each other
- Shared mission, goals, shared decision-making

Hub Perspective: Increasing level of service integration

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Barriers

Segmentation:

- **Roles**—people see their job as separate to the Hub idea (e.g. 'I'm a teacher, not a family worker')

- **Internally**—the activities offered have no cross-over although they are compatible in outcomes and targets

- **Externally**—activities and programs are run separately when there is opportunity to run in collaboration.

'Collaboration'

Collaboration is not about
just working together
as a community,
it's about *co-creation*.

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'Community'

Not a place defined by boundaries -
but
'the sharing of life'

Shared Vision

Shared goals

Sharing knowledge

Structure

Intentional

Building consensus

JOINT REFLECTION

JOINT PROBLEM SOLVING

Sharing learning

Reciprocity

JOINT INQUIRY

COLLECTIVE MEMORY

Meaningful and purposeful communication

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Mapping

- the relationships and processes that enable us to work together

- the level of participation and engagement of members

- how well the structure allows participants to contribute to and influence work and outcomes

1. Outline the Purpose of Your Collaboration (Hub)

Mapping

the relationships and processes that enable us to work together

the level of participation and engagement of members

how well the structure allows participants to contribute to and influence work and outcomes

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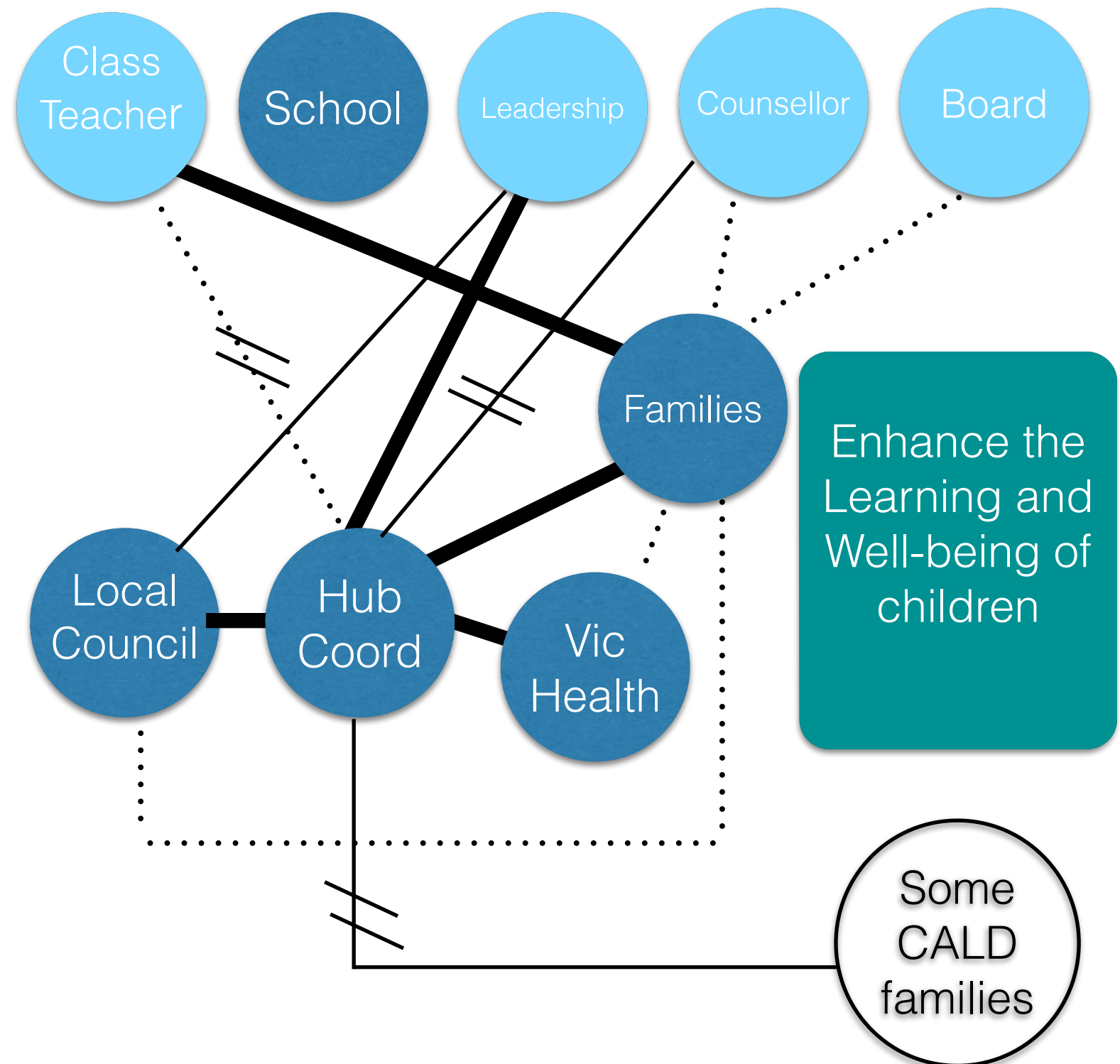
2. Mapping Your Hub
Choose a Tool:
- Mind/Mud Map
- Matrix

Mapping - Methods

Connection	Principal	Teachers
Principal	-	Strong, collaborative
Teachers	Strong, collaborative	-
Hub Coordinator	Strong	Ad hoc, personality driven
Local Council	Information Sharing	No Conection

Class Teacher

School

Leadership

Counsellor

Board

Families

Enhance the Learning and Well-being of children

Local Council

Hub Coord

Vic Health

Some CALD families

Relationships - Linkages

1. Co-Exist   **Weak**

- Share/ exchange information as needed
- Act separately -side by side
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3. Cooperating   **Strong**

- Share/ exchange information as needed
- Greater alignment of activities for a common purpose
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- Requires time, trust and a commitment to the 'other'

2. Coordinating   **Developing**

- Share/ exchange information as needed
- Some alignment of activities for a common purpose
- Relatively informal relationship/ interactions
- Usually short term commitment

4. Collaborating   **Optimal**

- **As above, plus**
- Intentional and regular information sharing
- Seek to build the capacity of each partner for mutual benefit and common purpose
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- Shared mission, goals, shared decision-making

Hub Perspective: Increasing level of service integration

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Mapping

the relationships and processes that enable us to work together

the level of participation and engagement of members

how well the structure allows participants to contribute to and influence work and outcomes

1. Outline the Purpose of Your Collaboration (Hub)

2. Mapping Your Hub
Choose a Tool:
- Mind/Mud Map
- Matrix

3. Who is involved
Quick Brainstorm

Mapping

the relationships and processes that enable us to work together

the level of participation and engagement of members

how well the structure allows participants to contribute to and influence work and outcomes

1. Outline the Purpose of Your Collaboration (Hub)

2. Mapping Your Hub
Choose a Tool:
- Mind/Mud Map
- Matrix

3. Who is involved
Quick Brainstorm

4. **Reflect**
- Type and strength of connection

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Relationships - Linkages

1. Co-Exist Weak

- Share/ exchange information as needed
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Hub Perspective: Increasing level of service integration

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Share

What do you see?

- **What is working well?**
- **Are your partners *collaborating* or are they somewhere else on the continuum?**
- **Are there core and/or peripheral individuals/groups?**
- **Is anyone missing?**
- **Where could you focus some attention?**
- **What's one key or obvious barrier or blockage?**
- **What's one key enabling factor or opportunity?**

What Next?

What might you want to focus on…

- Systems and processes…
- Behaviours…
- Expectations…
- Leadership - messages/ distributing leadership…
- Assessment/ monitoring/ evaluation…
- Relationships - trust, collaboration…
- Building capacity for collaboration…
- Clarifying roles…

What Next?

Identify one area. Write it on the sticky note on your map.

- Identify **three** potential strategies for achieving it.

Preferably identify:
- **one short term**,
- **one mid term** and
- **one longer term** strategy

(*or* **Building**, **Embedding** and **Sustaining** strategies)

Practical Elements

- **Collective Vision** - concrete not abstract, evolving…

- **Supportive Organisational Arrangements** - supportive and committed leadership, culture of trust, reciprocity and mutuality, welcoming environment, time for reflection and learning, distributed leadership, clarity of roles, openness, norms of working together and sharing, collective focus on learning and well-being…

- **Methods and Tools** - collaborative inquiry, mapping skills and resources, community conversations, professional learning, structured conversations, communities of practice, learning walks…

Five Conditions for Effective Collaboration for Impact

- Common Agenda
- Shared measurement systems
- Mutually reinforcing activities
- Continuous communication
- Backbone support

Danielle Cronin - Executive Director CCSP

"If the conversation is worth having - it's worth having with everyone".

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How will you know you have made a difference?

We will know we have made a difference when our indicators and evidence show…

- *Parents feel **connected to the school***
- *Parents feel **connected to the learning** that is happening and have **sense of self-efficacy** in relation to the learning and well-being of their children*
- *Parent and community **partnerships are strong, interconnected and collaborative***
- ***Learners are engaged in learning and their wellbeing is optimised…***

Mapping Exercise - Matrix

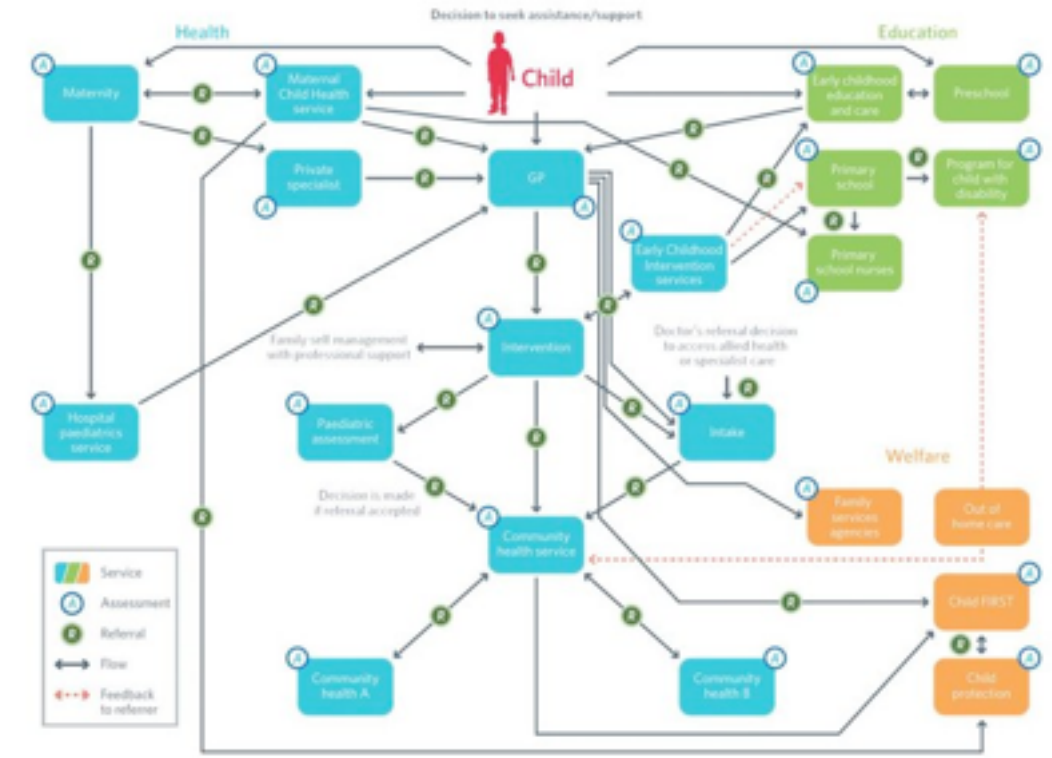| Hub Connections									

Mapping Exercise - Mind Map

Mapping

Aim/Purpose of your collaboration

Actors

Actors

Actors

Not There/ Hidden

Strong Collaborative Connection

Direct and Cooperative Connection

Weak or Indirect Connection

No Connection/blockage
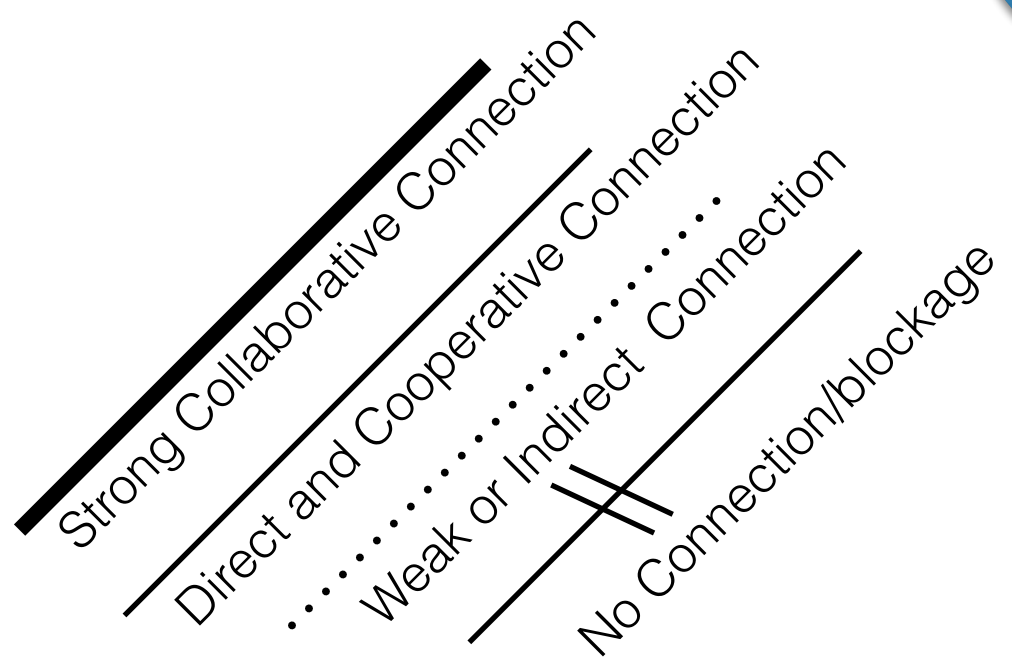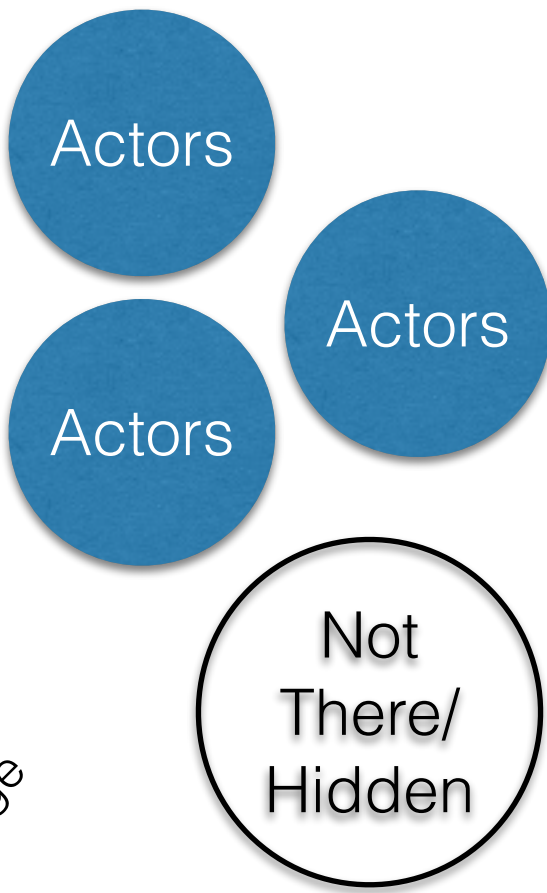
Relationships and connections

Core

Periphery

Action Plan For Engaging Families In their Children's Learning And Development

Identify a school/classroom 'SMART(ER)' goal. This goal can be academic or non-academic in focus:

-

Family Engagement activities to support the achievement of this goal:

Type of Activity	Grade(s)/ Cohort	Target Group Targeted Group of Families/ Whole School Community	Who is Responsible? Who else needs to be involved?	Expected Results

Add pages to outline more activities that support this goal

Partners4Learning

NEALS

Council of Catholic School Parents

GOAL SETTING
S SPECIFIC
M MEASURABLE
A ATTAINABLE
R RELEVANT
T TIME-BOUND