



# Positive parental engagement



*Workshop presented by: Jenny Povey*

# POSITIVE PARENTAL ENGAGEMENT

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- What do we mean by positive parental engagement?
  - Intentional engagement linked to learning
  - A school culture that makes parents feel welcome and part of the process
  - Relationships built on trust
  - Communicating and information sharing
  - Respecting diversity
  - Inclusivity

# PARENT ENGAGEMENT IN SCHOOLS (PES) PROJECT

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- Partnership between P&Cs QLD and the University of Queensland
- Investigating the levels of parental engagement across schools and the culture of engagement within schools
- Phase I – survey P&C Presidents and school Principals
- Phase II – focus groups with parents from disadvantaged communities exploring barriers to engagement
- Phase III – survey teachers and parents
- Phase IV – implement workshops to improve engagement in schools

# PARENT ENGAGEMENT IN SCHOOLS (PES) SURVEY RESULTS PHASE I

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Completed surveys:

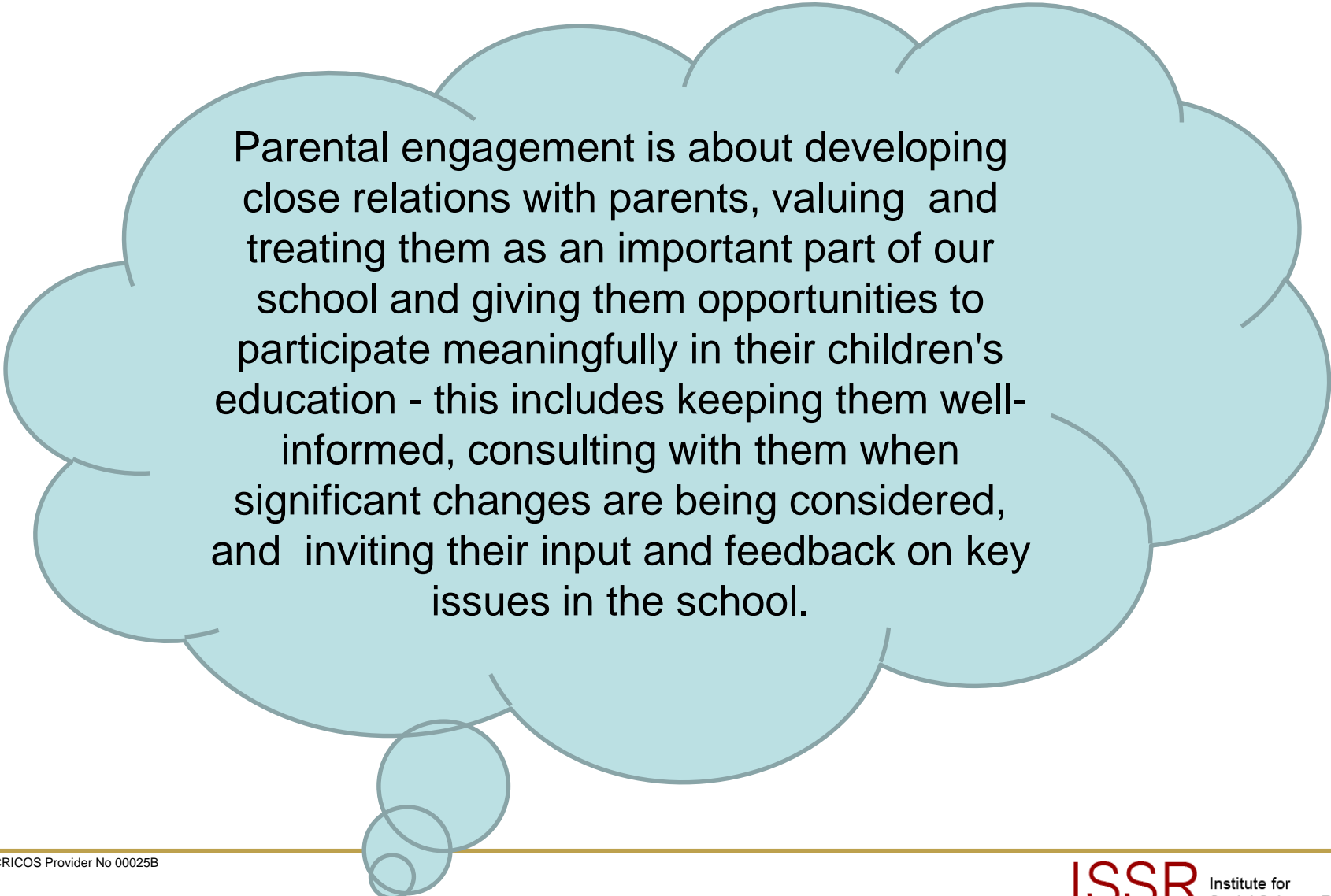
- n=306 P&C Presidents
- n=289 Principals
- Representative across eqzone, school category & ICSEA
- 7% are IPS, 17% have a school council and 1% don't have a P&C

# LOCAL DEFINITION: PARENT ENGAGEMENT

P&C President	Principal
1 Giving back to the school community (volunteering/financial/support)	1 Active voice
2 Active interest, participation in their child's learning and providing support and guidance	2 Active interest, participation in their child's learning and providing support and guidance
3 Attending school events/meetings/interviews	3 Attending school events/meetings/interviews
4 Active voice	4 Active two-way communication
5 Active two-way communication	5 Partnering
6 Interactions and relationships	6 Supportive role and meaningful involvement

# QUOTE – P&C PRESIDENT (1)

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Parental engagement is about developing close relations with parents, valuing and treating them as an important part of our school and giving them opportunities to participate meaningfully in their children's education - this includes keeping them well-informed, consulting with them when significant changes are being considered, and inviting their input and feedback on key issues in the school.

## QUOTE – P&C PRESIDENT (2)

For me, parental engagement is parents having an active voice and influence in school operations, and this is actively sought and encouraged. With true engagement there is a balance of power in the relationship between the school and parents. this is much more than parents attending meetings or volunteering their time at a fundraiser.

# QUOTE – P&C PRESIDENT (3)

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Being able to speak with parents on a one to one basis, and ask if they would like to participate in the P&C and or help out at fundraising events or listen if they would like to tell you something that they are not happy with within the running of the school.

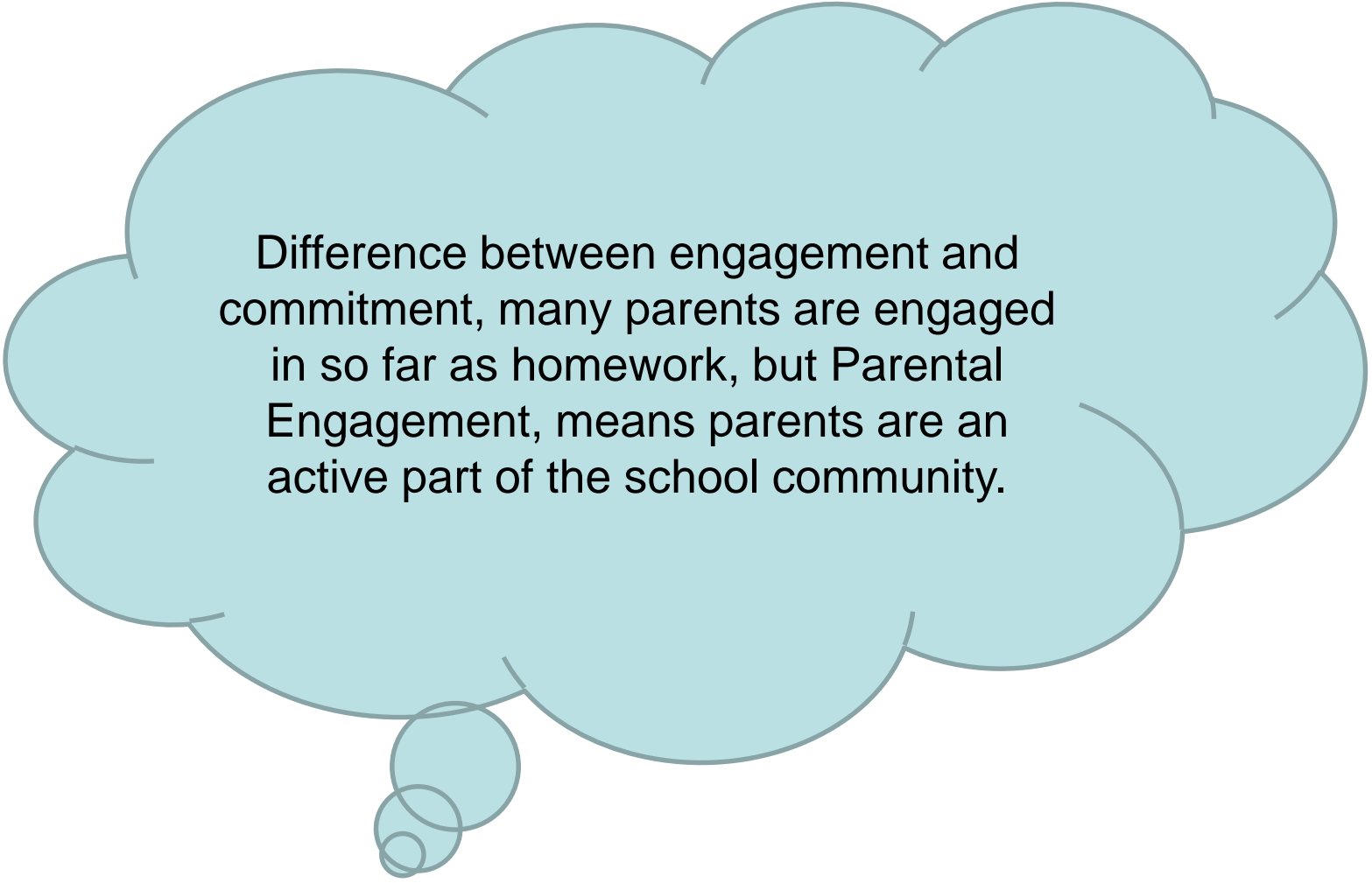


# QUOTE – PRINCIPAL (1)

As a school community we want parents to be a part of the educational process. To do this we believe that each parent needs to understand what teachers are focussed on within the classroom and how they are working to achieve outcomes for all students. Parent engagement is parents taking an interest, being involved and supporting school projects and classroom activities which are set in consultation with the school community - it is not telling schools and teachers what they should be teaching and how they should be teaching it.

# QUOTE – PRINCIPAL (2)

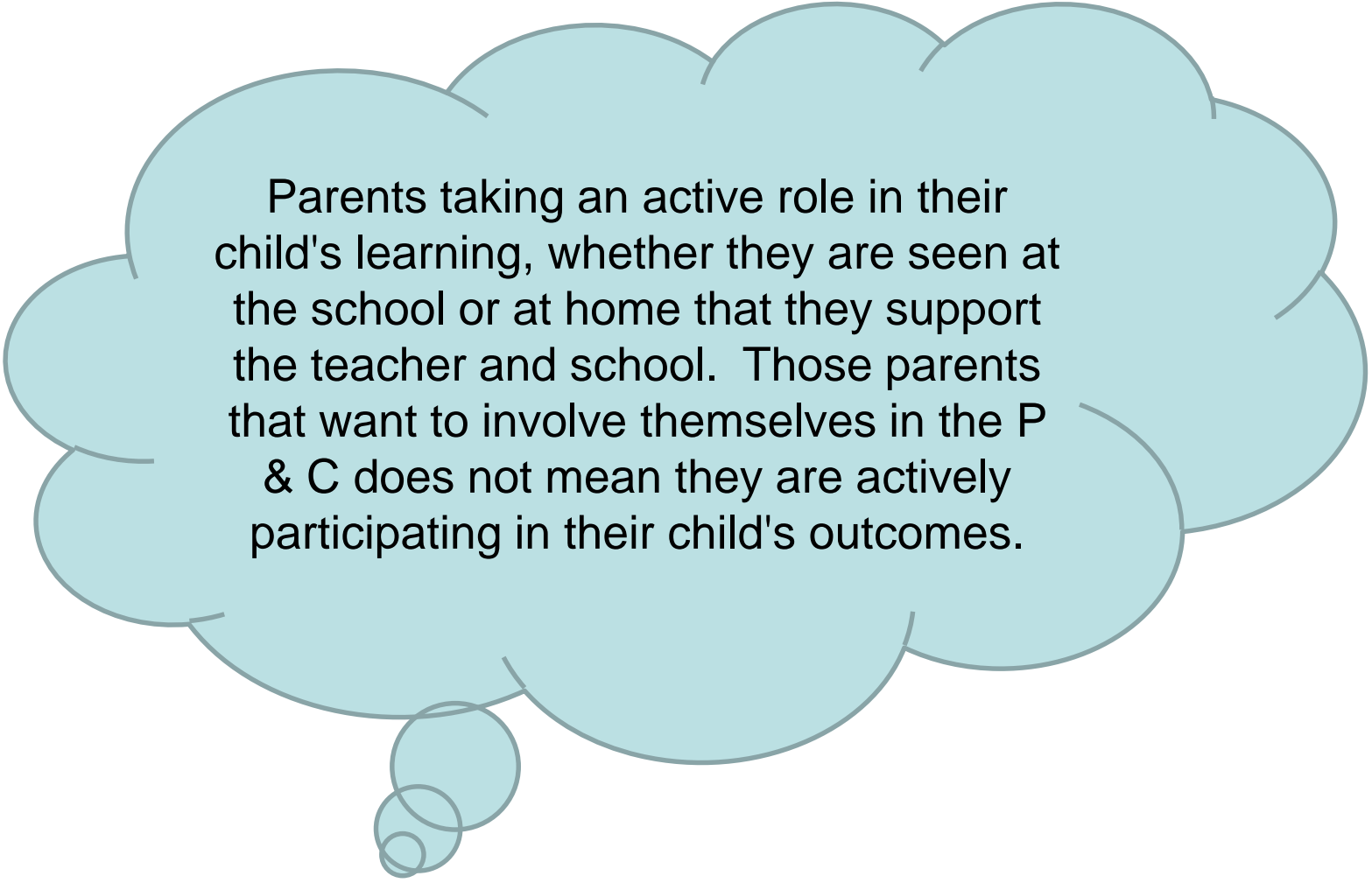
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Difference between engagement and commitment, many parents are engaged in so far as homework, but Parental Engagement, means parents are an active part of the school community.

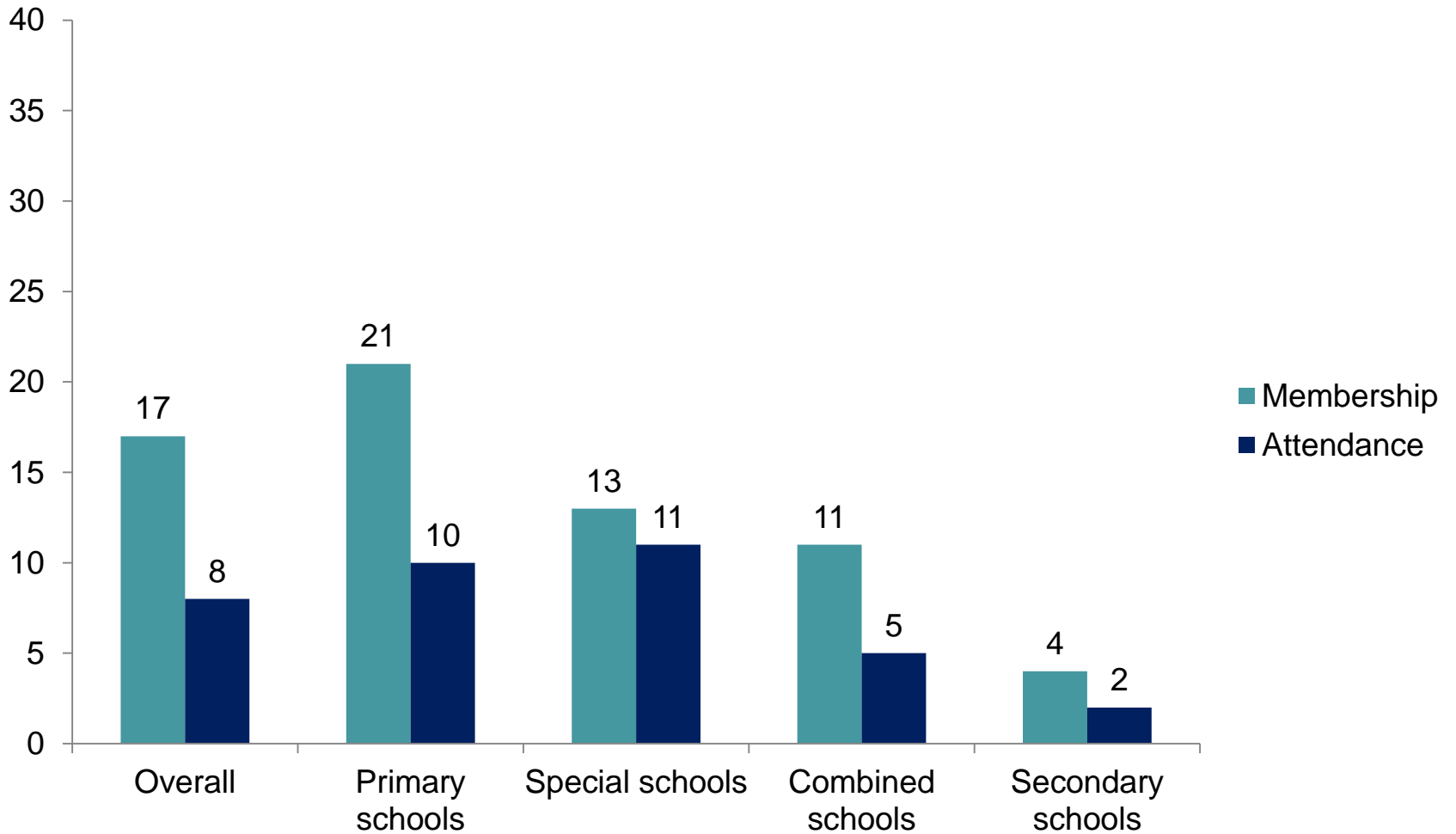
# QUOTE – PRINCIPAL (3)

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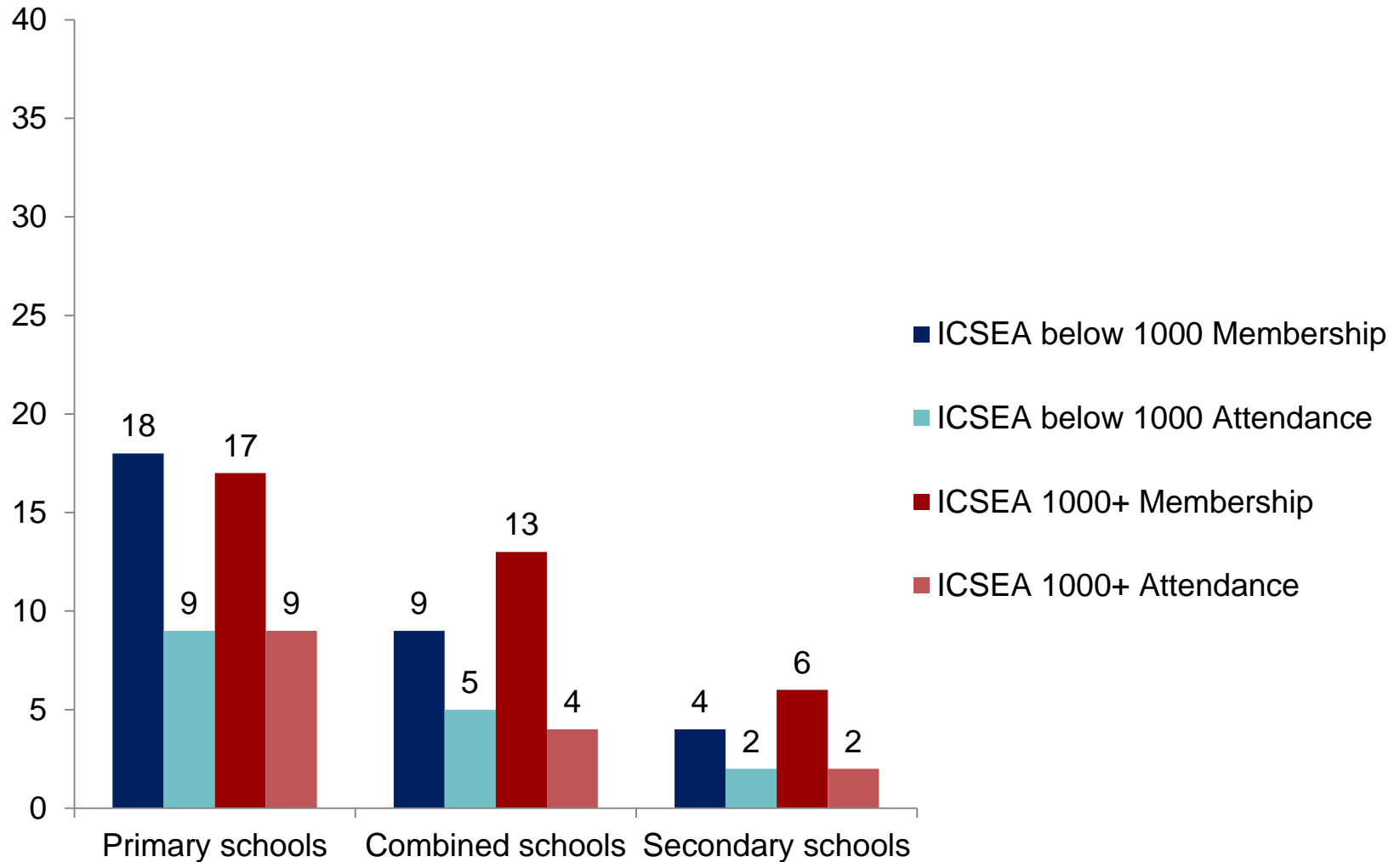


Parents taking an active role in their child's learning, whether they are seen at the school or at home that they support the teacher and school. Those parents that want to involve themselves in the P & C does not mean they are actively participating in their child's outcomes.

# P&C MEMBERSHIP AND MEETING ATTENDANCE

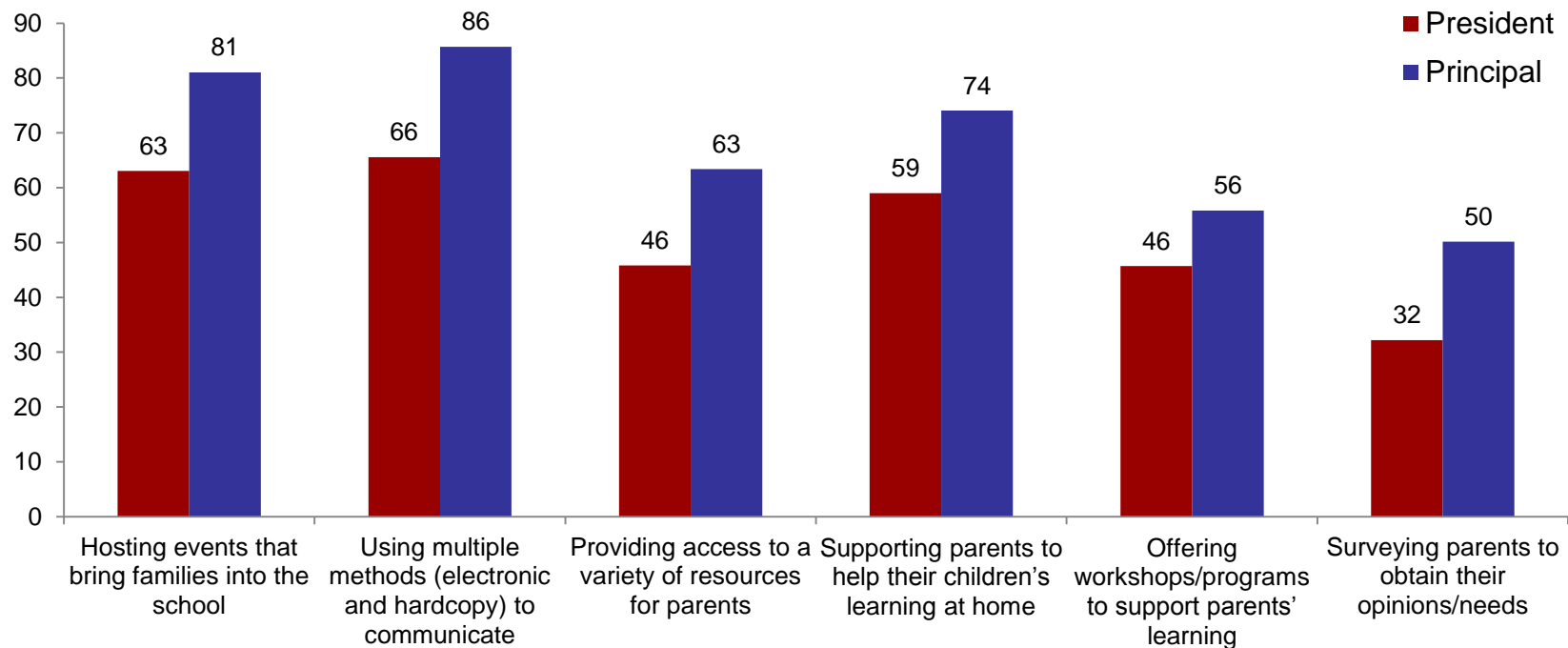


# P&C MEMBERSHIP AND ACTIVITY BY ICSEA GROUPING



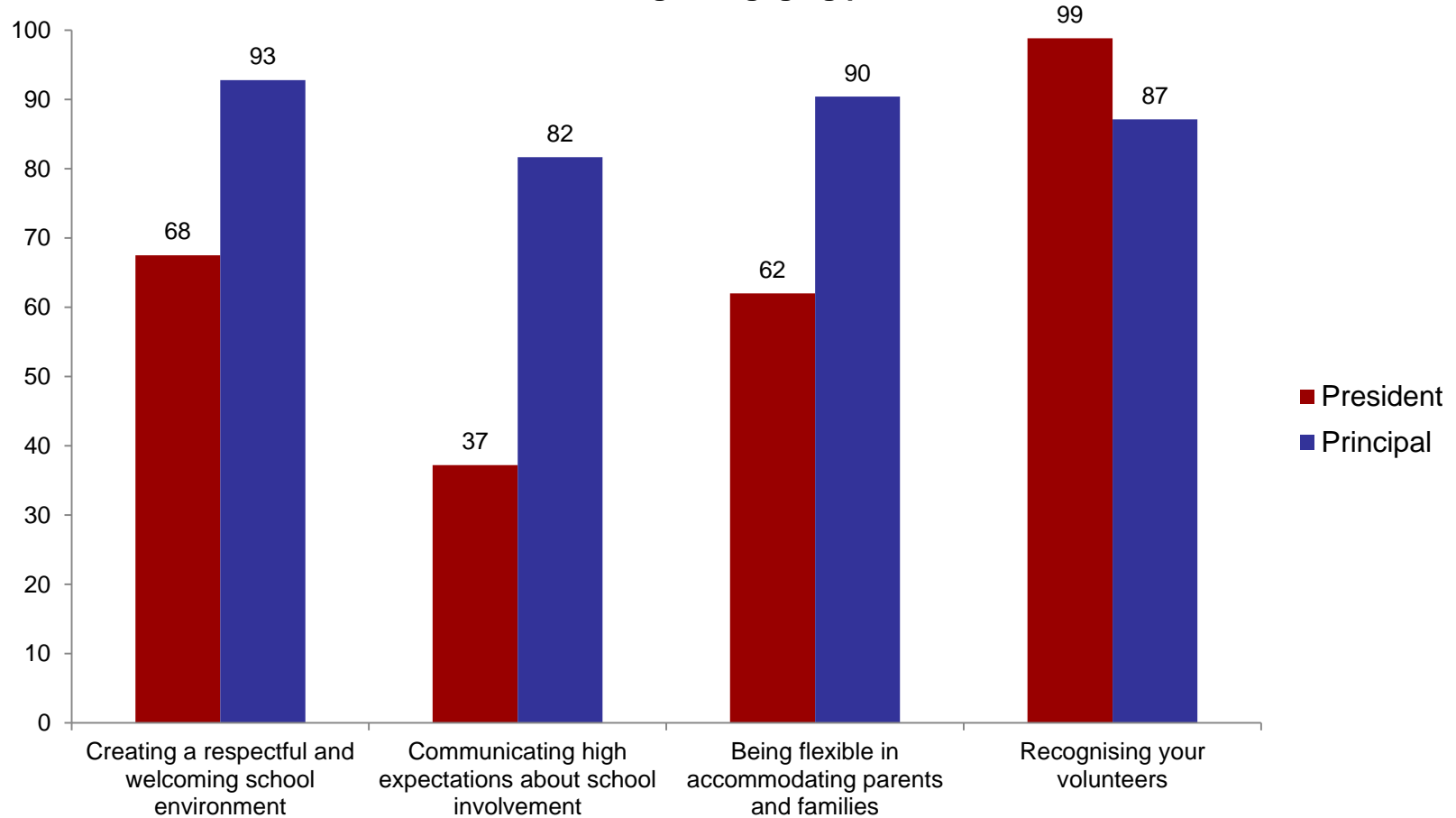
# WHAT WORKS IN QLD SCHOOLS? (1)

How effective are the following methods in engaging parents in the school?



# WHAT WORKS IN QLD SCHOOLS? (2)

How effective are the following in engaging parents in school activities



# WHAT P&C PRESIDENTS' SAY WORKS ACROSS SCHOOL TYPES?

	President			
	primary	secondary	ICSEA below 1000	ICSEA 1000+
Offering P&C meetings/events at varying times/days	33	20	25	40
Surveying parents to obtain their opinions/needs	32	33	30	35
Creating a respectful and welcoming environment	70	67	59	84
Hosting events that bring families into the school	67	57	60	70
Recognising volunteers	67	52	56	75
Supporting parents to help their children's learning at home	62	52	58	64



# WHAT SCHOOL PRINCIPALS' SAY WORKS ACROSS SCHOOL TYPES?

	Principal			
	primary	secondary	ICSEA below 1000	ICSEA 1000+
Initiating positive phone calls about students	85	76	85	81
Making yourself available and visible	90	75	84	91
Extending personal invitations	85	83	82	91
Supporting parents to help their children's learning at home	78	62	69	84
Offering workshops/programs to support parents' learning	60	40	49	68
Surveying parents to obtain their opinions/needs	48	55	46	60

# CULTURE & LANGUAGE BARRIERS



You haven't given me enough time to make you a costume...



Mom, we have the carnival tomorrow. Will you come watch me?

# FACTORS REDUCING PARENTAL ENGAGEMENT

	President				
	overall	primary	secondary	ICSEA below 1000	ICSEA 1000+
Work commitments	86	86	85	83	91
Family commitments	61	56	72	55	70
They don't feel capable	28	25	37	30	25
Lack of confidence	35	30	52	38	30
Lack of parent interest	63	63	63	68	55
	Principal				
	overall	primary	secondary	ICSEA below 1000	ICSEA 1000+
Work commitments	89	86	96	86	96
Family commitments	72	69	84	71	74
They don't feel capable	50	50	49	56	28
Lack of confidence	56	55	54	63	33
Lack of parent interest	59	60	54	65	46

# BRAINSTORM: STRATEGIES TO ADDRESS BARRIERS

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- What strategies could you use to reduce barriers to engagement such as work or family commitments, disinterest, diversity, feelings of inadequacy?

# DISCUSSION – WHAT’S THE CONNECTION?

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- What drives your P&C? Raising funds or improved learner outcomes?
- Can you share ways you have linked your P&C/school activities to learning/student outcomes?
- Can you think of other ways you could potentially link learning to your current P&C/school activities that you may not have tried yet?