Parent and Community Engagement in Learning and Well-Being

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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
- The Home Learning Environment
- 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]
Findings from the School Effectiveness Research, ARACY Research Report, December 2012

Adapted from Harvard Family Research Project
Family Engagement to Support Learning & Well-being

Family Engagement occurs when schools employ intentional and collaborative strategies to both nurture and leverage the knowledge, capacities and social capital within families.

Out of School Variables

In-School Variables

Moral Support

Talking & Listening

Connectedness

Reading

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
- Are more engaged in their learning
- Stay on at school longer
- Are better behaved

to facilitate and promote the learning and well-being of all children and young people
“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]
Student Achievement & well-being

Teacher Professionalism and School Culture

Social Capital

Parent confidence & Skills

Everyone Benefits!

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In short, when families are engaged in learning at home and school, *children* do better and *schools* get better.
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)
Engagement in Learning requires...

Giving parents the **tools and the confidence** to collaborate around the learning of their children.

Providing opportunities for families **to fit together their knowledge and experience** of the child with the teacher’s knowledge and experience of the child.
Sharing what learning and wellbeing practices look like, feel like, sound like in your school.

Danielle Cronin - Executive Director CCSP
Dimensions of Engagement

Parents Supporting Learning & Well-being at Home

Schools Supporting Parents “Reaching Out”

Parents Supporting the School “Reaching In”
It's **never too early** for parents to be engaged in learning, and it's **never too late**, as children benefit at each and every stage of their lives.

The good news is that it **does not require a PhD** or **unlimited hours** for parents to make a difference.

The forms of engagement that are most beneficial are **not necessarily those that require the most time or money** on the part of parents.
The role of the school

The strongest predictors of effective parental engagement in a school are the programs the school has in place and teacher practices.

Dr Joyce Epstein
Johns Hopkins University

Danielle Cronin - Executive Director CCSP
BEYOND
RANDOM
ACTS

Danielle Cronin - Workshop
Danielle Cronin - Executive Director CCSP
**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:**

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Grade(s)/Cohort</th>
<th>Target Group</th>
<th>Who is Responsible?</th>
<th>Expected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Targeted Group of Families/ Whole School Community</td>
<td>Who else needs to be involved?</td>
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By ‘engaged’ we mean that families know, understand and have experienced what learning looks like, feels like and sounds like in your school/classroom and how they can be meaningfully part of it (either at school or at home).

**Think about:**

- Engagement opportunities for, through and about learning.

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*Table Adapted from School, Family, and Community Partnerships, 3rd Edition, by Joyce Epstein et al. (2010)*
Engagement Litmus Test...

How will your work with parents:

• Develop *shared* understandings, aspirations, goals, plans…
• Nurture and leverage skills, capacity, interests, social capital within families and communities?
• Help parents assist children at home?
• BUILD A CONNECTION AND A RELATIONSHIP