STANDARD #5

School-Home-Community Partnerships

Impact Examples (blue text)

(For goal-setting, select one or two that are most relevant for your context.)

School-Home-Community

The Head of an International School cultivates positive relationships with families and the community to achieve partnerships that will benefit student outcomes.

Partnerships

National Policy Board for Educational Administration (2015). "Professional Standards for Educational Leaders 2015." Reston, VA: Author. http://www.npbea.org. P16.

Robinson, Viviane. Hohepa, Margie. Lloyd, Claire. "School Leadership and Student Outcomes; What works and Why? Best Evidence Synthesis Iteration (BES)." University of Auckland. Ministry of Education 2009. P169-170.

a) Builds connections between home and school, intentionally promoting inclusivity and a culture that provides support for students to achieve learning goals.

- Structures exist for student support whose purpose and composition is to provide and ensure a holistic approach for student learning at the school.
- Teacher expectations for communication protocols have been established and communicated to staff for ensuring that there is dialogue between the teacher, student and parents/guardians.
- There are regular events that reflect and enhance the guiding documents of the school.
- Parent participation at school events is widespread with mechanisms for feedback to the school about the events and their impact. Events might include community activities, parent education and other workshops, student-led conferences, student-parent-teacher conferences, sports and arts days, class presentations, assemblies, end of year/semester events, etc.
- Technology is used to obtain data about parent involvement in the school. The data is used to build connections for student learning and the impact of involvement; e.g., e-vites and processes for follow-up to encourage involvement.
- Admissions and demographic data are used to learn about the parents/guardians of students in the school community and to identify strategies to guild connections; e.g., career nights, take your child to work day, work experience programmes, etc.

b) Empowers parents to make meaningful and valued contributions in the school, building on the strengths and assets of a school's diverse communities, knowing that parental involvement is key to student success.

- Surveys, observations, and interviews indicate that parents are involved in developing and maintaining a positive culture.
- There are explicit strategies and practices for regular collaboration with community that are routinely reviewed for effectiveness. Innovative methods for reaching families are explored with goals set for greater inclusion.
- Surveys and interviews indicate that the school acts with integrity and fairness when working with families and community members.
- Newsletters, podcasts, blogs, literature and other communications promote an inclusive, diverse school culture that works to meet the needs of all students.
- School to parent communications exist in the first languages of families.
- In surveys and interviews, parents indicate that they feel valued by the school and that the school builds upon the strengths of the diverse communities.

c) Communicates effectively with the community, utilizing formal processes and informal exchanges, to build positive partnerships that benefit students.

- A communications audit to identify purpose and outcome of communications, both internal and external to the school community, has been conducted.
- Information gathered from the communications audit has been used to refine purpose and outcomes, build upon existing channels and /or develop new channels of communication to support partnerships.
- There is documentation of the formal communication channels that have been established and whether and how they are used to build positive partnerships.
- Communications explain that the ultimate purpose of the partnership between school and parent/guardians is for having an impact on student learning.
- Articles/blogs written by the Head of School for the school community express the need for the partnership to support student learning. There is evidence that the communications are read/viewed and are perceived as useful.

"Builds on connections between home and school . . ."

d) Utilizes the external environment as a resource for learning, engaging individuals and organizations in promoting high standards that advance the mission.

- A school process exists for documenting and determining the impact of external resources to support teachers with their teaching; e.g., shared information database for teachers about external organisations and activities that have been used by teachers to support their curriculum.
- A philosophy for "education outside the classroom" is aligned with the guiding principles, focused on student learning and is contextually appropriate for the school and its location.
- Risk benefit documentation and evidence for "education outside the classroom" are reviewed annually to ensure that there is a student learning focus and that relevance and sustainability are maintained.
- Service to the community is defined for the school and there is alignment with school practices, student learning focus, sustainability and the school's guiding statements.

Darling-Hammond, Linda. "The Flat World and Education: How America's Commitment to Equity Will Determine Our Future." New York, NY. Teachers College Press, 2010.

Epstein, Joyce.L. "School, Family, and Community Partnerships." Thousand Oaks, CA.: Corwin Press, 2019.

Gruenert, Steve and Whitaker, Todd. "School Culture Rewired: How to Define, Assess, and Transform It." Alexandria. VA: Association for Supervision & Curriculum Development, 2016.

Hammer, Mitchell R., Bennett, Milton J. and Wiseman, Richard. "Measuring Intercultural Sensitivity: The Intercultural Development Inventory". International Journal of Intercultural Relations, Volume 27. Issue 4. P.421-443.

Khalifa, Muhammad. "Culturally Responsive School Leadership." Cambridge, MA: President and Fellows of Harvard College, 2018.

"The Power of Family-School-Community Partnerships: A Training Resource Manual." National Education Association. Priority Schools Campaign. 2011. Author. http://www.priorityschools.org.

"The Principal's Guide to Building Culturally Responsive Schools." National Association of Elementary School Principals. https://www.naesp.org/principal-s-guide-building-culturally-responsive-schools.

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