



Partnership Schools Ireland

Promising Partnership Practices Ireland



A Collection of Practice from the Members of Partnership Schools
Ireland

2019

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A note from the PSI Co-ordinator

Welcome to the first annual Promising Partnership Practices Ireland book, one which we hope will be the first of many!

Partnership Schools Ireland (PSI) is a collaboration between the National Parents Council Primary (NPC) the Irish Primary Principals Network (IPPN), and the Department of Education and Skills (DES). Its aim is to improve children's educational outcomes by increasing parental engagement and creating effective partnerships between schools, their students, parents and the wider community.

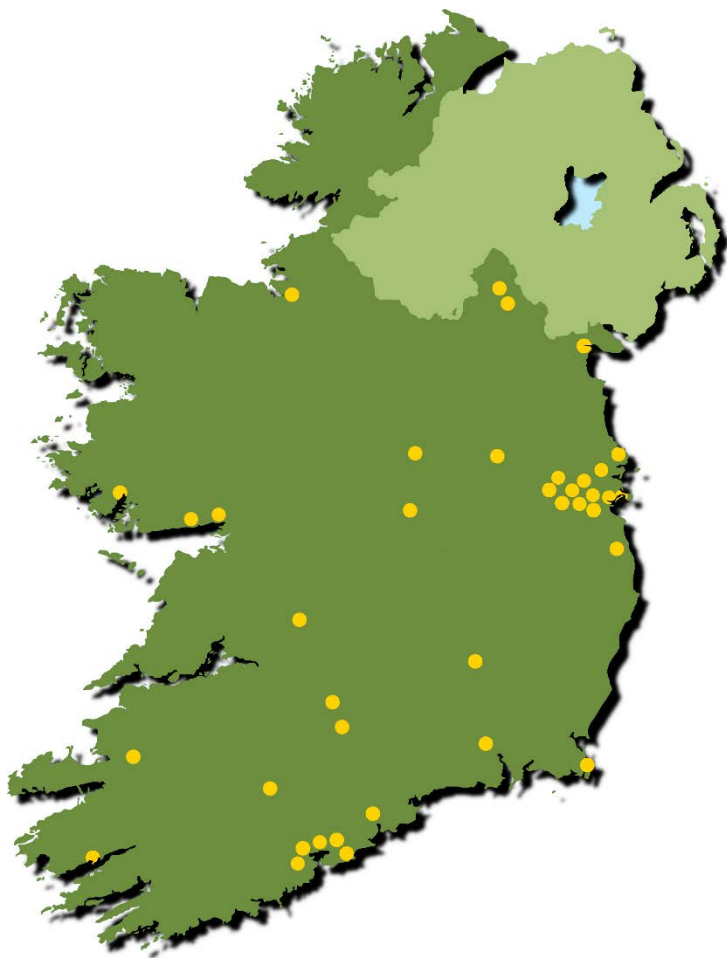
The Partnership Model has been operating in the USA for over 30 years and has been proven to be effective in increasing partnerships and improving educational outcomes for children. Partnership School was introduced to Ireland in 2013 by Dr Joyce Epstein.

This is a collection of the goals, actions and stories from Partnership Schools across Ireland.

Thank you to all of those who have written pieces for this book, your time and contribution is greatly appreciated.

Partnership Schools Ireland Coordinator

Partnership Schools in Ireland



Partnership Schools in Ireland

Bunscoil Rinn an Chablaigh, Cobh, Co. Cork

Castlemartyr N.S, Co. Cork

Carrigaline Educate Together N.S, Co. Cork

Clogher N.S, Tralee, Co. Kerry

Scoil Naomh Bhríde, Emper, Co. Westmeath

Francis Xavier Junior N.S, Castleknock, Co. Dublin

Francis Xavier Senior N.S, Castleknock, Co. Dublin

Holy Family Senior N.S, Swords, Co. Dublin

Killaloe Boys N.S, Killaloe, Co. Clare

Kilrane N.S, Rosslare, Co. Wexford

Linn Dara School, Cherry Orchard Hospital, Co. Dublin

Lisvernane N.S, Galbally, Co. Tipperary

Marino Community Special School, Bray, Co. Wicklow

Merlin Woods Primary School, Co. Galway

Mary Mother of Hope Senior N.S, Littleplace, Co. Dublin

O'Growney N.S, Athboy, Co. Meath

Our Lady of Good Counsel Girls N.S, Ferrybank, Co. Waterford

St Ailbes N.S, Emly, Co. Tipperary

St Cecilia's School, Rosses Point, Co. Sligo

St Colman's N.S, Cloyne, Co. Cork

St John the Apostle N.S, Knocknacarra, Co. Galway

St Joseph's Co-Ed N.S, East Wall, Co. Dublin

St Joseph's N.S, Dundalk, Co. Louth

St Lawrence O'Toole's C.B.S, Seville Place, Co. Dublin

St Louis Girls N.S, Co. Monaghan

St Louis Infant N.S, Co. Monaghan

St Mary's N.S, Carrigtwohill, Co. Cork

St Patrick's N.S, Diswelltown, Co. Dublin

St Patrick's Senior N.S, Skerries, Co. Dublin

St Theresa's N.S, Cashel, Co. Galway

Scoil Barra Naofa Bhuachaillí, Beaumont, Co. Cork

Scoil Bhríde Girls N.S, Clara, Co. Offaly

Scoil Choilm Community N.S, Clonsilla, Co. Dublin

Scoil Naisúnta Íosagáin, Mallow, Co. Cork

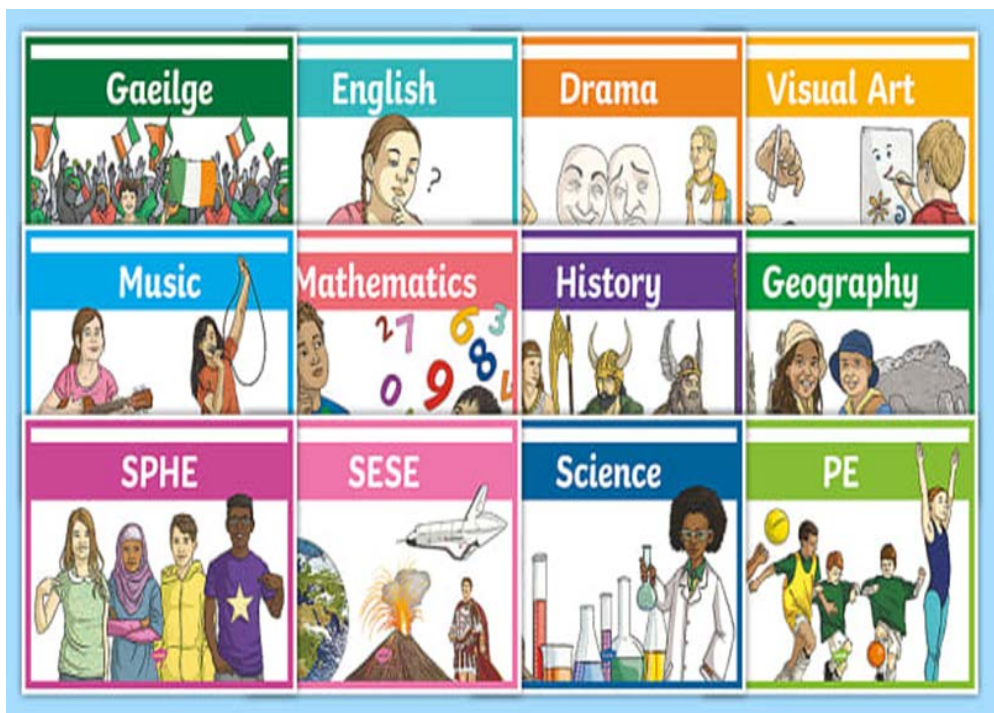
Divine Mercy Senior N.S, Balgaddy, Co. Dublin

St John's Junior School, Co. Kilkenny

St Cillian's NS, Bluebell, Co. Dublin

Tahilla CNS, Co. Kerry

Academic Goals



Literacy Goal- Carrigaline ETNS, Carrigaline, Co. Cork

'Read for Fun'

The ATP in Carrigaline ETNS set a 'read for fun' goal as one of our academic goals in 2018. We talked about the reading habits of children in our school. Parents reported they felt that many of their children needed prompting and encouragement to read at home. Some of the children reported that they would like more time in school to enjoy reading things they like. Others said that they read during school work, but that reading was not a preferred leisure activity.

We decided to try to increase the number of children who read for pleasure in our school. Initially, we talked about running a "Read-a-thon". We planned to celebrate each time a child read a text from the class library, or at home, by giving them a colourful paper book spine. They would write the name of the text on this and stick it to a book case mural in a communal area of the school.

After some thought however, some committee members expressed concern that this might become competitive. We wanted to emphasise fun and enjoyment, and to create a sense of community, wherein the children would enjoy reading together. With this in mind, we decided instead to run "Read for Fun" events in November 2018.

We began by collecting baseline data on attitudes to reading amongst the children of our school. We created a short questionnaire, and the children on the committee typed, formatted, printed and distributed the surveys to 1st - 6th classes. Junior and Senior Infants completed a walking survey with their teachers in the hall. The student committee members worked very hard, collecting the results and collating the data with the support of an SNA and teacher.

When November arrived, we asked class teachers to give weekly oral language homework on topics which prompted children and parents to talk about books they had read. We hoped this might encourage children and parents to share their love of reading with each other.

Literacy Goal- Carrigaline ETNS, Carrigaline, Co. Cork

We organised library visits for all classes in the school during November. These visits were a huge success thanks to the dedicated staff of our local library. The librarians ran story time circles for the younger classes and gave guidance and encouragement to our older readers in choosing books.

All classes in the school ran 5 minutes of daily D.E.A.R. time (Drop Everything and Read) during the month. Feedback from students and parents was overwhelmingly positive, and everyone seemed to enjoy Read for Fun.

At the end of the month, we re-distributed the same survey, and hoped that our data would prove our Read for Fun month has been a success. When the results were collated, we found that there had been a 5% increase in the number of children who like to read books at home, and a 9% increase in the number of children who like being read to.

We communicated our work and celebrated our success with the school community through the Parent's Association Newsletter, and by email to the school community. Read for Fun will be maintained as a whole school initiative, and we all look forward to next November!

Literacy Goal- St Francis Xavier Junior National School

'Reading Goggles!'

The aim of one of the academic goals for the St Francis Xavier Junior ATP was to improve the reading skills of the children in our school, by increasing their awareness of literacy in their everyday environment. This was an academic goal we lovingly named our '**Reading Goggles**' goal!

With literacy awareness as our focal point, our Action Team, including four wonderfully inspiring pupils, bounced our thoughts and ideas about, and our 'Reading Goggles' concept came together in a very organic way.

The idea was, if the children made their very own bespoke "goggles", popped them on and took a look around, their new eyewear would help them notice all the words and signs in their everyday environment and their fabulous new "goggles" may even help them to read and sound out all the words – magical!!

We set a time span of one school term to complete this goal - beginning in the early New Year and finishing up by the February mid-term. We aimed the programme at senior infant and first-class children.

To begin, information packs, developed by the teachers on our team, were put together for all teachers involved and handed out to them in mid-January. One week later, the children were each given their own 'pack' including info on the program, the bits and bobs to help them make their own personalised 'goggles' at home with their parents, and a fun sheet for them to note down all the wonderful new words they might read while wearing their goggles. The parents on our team helped in developing the contents of the children's packs.

Putting the children's packs together proved a little time consuming. Luckily, we had a couple of hard-working transition year students in our school on work experience, who helped!

Literacy Goal- St Francis Xavier Junior National School

The children went all out making their goggles, they really did let their imaginations run wild! We decided to have them create their goggles at home so that their parents or families would have input, and hopefully support this goal, from the very beginning.

The children went out to the local shopping centre and on little walks around the school with their teachers wearing their goggles and enthusiastically taking in all the words they could see. Back in the classroom they reported back on their fabulous 'finds'!

At home the children were encouraged to use their goggles in the car on their commute, out and about with their families, wherever they may be.

To measure the success of our project, teachers carried out a results comparison survey. See attached an example of their pre and post lesson assessment. Post assessment the children could recall endless words they'd encountered!

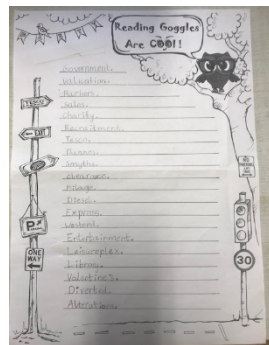
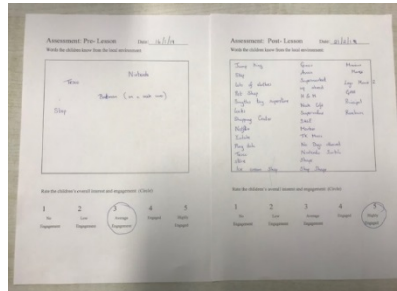
Our principal also sent out a survey to the parents of all the children who took part in the project. The feedback was overwhelmingly positive.

Parents noted a massive improvement in their children's awareness of words in their environment and in their enthusiasm to read these words. Parents also liked how this project helped them engage in their children's learning experience in a fun and interactive way.

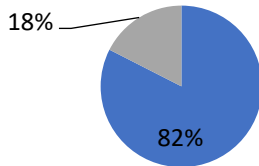
We've all been really delighted with how successful this goal has been and we hope to expand on the idea for our last school term and introduce it to junior infants and second-class children also.

We have only recently completed this goal so we've yet to celebrate its success but celebrating is our next goal!

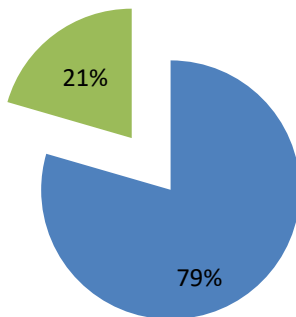
Literacy Goal- St Francis Xavier Junior National School



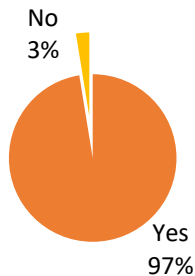
Would you be interested in attending a Parent Information evening on various strategies we use in school to help with reading?



Did you notice your child recognising more words in their environment?



Did you have a positive parent-child experience doing the 'Reading Goggles' Project?



Sample Parent Comments

'Yes, it was great to focus on finding signs together, working together made me more aware of the importance of this activity'

'We went walking together as a family and we kept it up ever since.'

'It was good fun making the goggles'

'When I learned not to turn it into an intimidating task, but instead we worked together on it'

'We enjoyed making them together and (she) seemed to have more confidence with sounding out words when she wore them. She still puts them on.'

'We had fun making the goggles together and you could sense her achievement as she was able to spot signs she recognised'

'It's enjoyable to see my child reading. Makes them proud aware of the importance of reading in everyday life.'

'We enjoyed making the goggles together, it was a nice opportunity to spend time together.'

'The conversation around signs lead to many different conversations which was nice. It encouraged my child to notice the signs around her and was something we could do together'

Literacy Goal- St Francis Xavier Junior National School

Meet the St Francis Xavier JNS ATP!



Back Row: Mary, Orla Brid, Jennifer Calhan, Maria, Jennifer Cherry Maguire, Ellie,

Front Row: Laura, Andrew, Sophie, Rory, Heidi. (Ciara absent)

'To implement a new approach to the teaching and learning of Shape and Space'

We chose this goal because it linked directly to our School Improvement Plan for Numeracy.

The outcome of the Action Team's involvement with this goal was the publication of a Shape and Space Dictionary. The dictionary explains the language of shape and space for each class from Junior Infants to Sixth. Each section of the dictionary was reviewed by the parents and pupils on our Action Team as we were aiming to produce a document that would be helpful to parents in supporting their children's learning.

A copy of the dictionary was presented to each family at the school's Annual General Information Evening and from now on, we will provide a copy to each family when the children enrol in Junior Infants.



'The Mathematic Tables Initiative'

The first goal of Holy Family SNS' ATP was to improve Tables Knowledge across the whole school. This goal was chosen as knowledge of tables is a fundamental stepping stone for a child to grasp all areas of the Mathematics Curriculum and parents wanted support and advice on how to help their children at home. The young people involved in the Action Team Partnership designed posters for each classroom to encourage the classes to learn their tables and they organised some tables games in the yard. Teachers increased the emphasis on tables practice in the classroom. We organised a School Tables Bee with the finals taking place at the Christmas assembly. We produced a booklet for parents/guardians entitled Tables Tips, which included helpful strategies for learning tables, suggestions of tables games and useful websites. One of the young people on the committee designed the cover.

One of the challenges we faced with our work as an Action Team Partnership was that each step of the goal took longer to achieve than expected. This was probably as it was our first year as a partnership.

We learned from listening to each other's perspectives. The parents shared their experiences of practising tables at home with their children and the children on the committee had lots of suggestions and ideas about tables games and websites and were able to give opinions as to their usefulness/enjoyment level. This project also opened opportunities to teach about competitiveness.

In September, testing was carried out in a sample class (4th class) to set a baseline. The children were tested using a test of 144 multiplication tables. At the start of the

school year, seven children did not complete the test within the time limit of twenty minutes. Only two children reached scores of 120 plus out of 144. At the end of the year, when the test was repeated, there was an overall improvement in scores.

There was a 45% decrease in time needed to complete the test with the majority of

Mathematics Goal- Holy Family SNS, Swords, Co. Dublin

the class completing the test in around ten minutes. Ten children attained scores of 140 plus out of 144.

In future, we will use baseline testing across the whole school in order to quantify the benefits gained. Further development of this goal could include holding regular Tables Bees (especially among the classes) throughout the year and a beat your own score on a tables challenge.



Behaviour Goals



'How do you feel?'

Over the past number of years, staff in St Patrick's NS have noticed that students were finding difficult to manage and express their feelings, to problem solve and to cope with conflict. This led to some children having low self-esteem and self-confidence. School management recognised that supporting children in these areas was a priority and introduced several SPHE related wellbeing programmes to the school.

Parents often asked teachers and staff what was in place in the school to help and support self-awareness and self-esteem for the children.

It was felt that the ATP partnership team would be an ideal forum to support the revised curriculum and create awareness around the well-being programme being taught in the school.

The group examined the revised curriculum and the wellbeing programmes, identifying common language, themes and strategies. They discussed at length the best way to "streamline" the language, themes and strategies within the school so that children from junior infants to 6th class were being taught in the same way. We also discovered that there was a lack of awareness amongst the parent, children and teaching body about all wellbeing programmes, that some had a "higher" profile than others.

We decided to extract the common language, themes and strategies to create monthly themes that would raise awareness in the school and parent body. We isolated the lessons within the curriculum and the wellbeing programmes that embodied the themes. The pupils themselves suggested two school wide strategies to raise awareness- D.E.A.R. (Drop Everything and Relax) time, and coloured smiley faces to be given as rewards to children who demonstrated using the themes e.g. green stickers given to children showing kindness.

Behavioural Goal- St Patrick's NS, Diswellstown, Dublin 15

Children from different classes wrote a small piece for the schools' newsletter, updated the SPHE noticeboard and took photos for the website. Children were also in charge of giving a short report of the theme and how it works in their class over the school intercom to the school community.

School links were also established by providing an update in the monthly newsletter to the parent body. A presentation of the updated policy, wellbeing programmes and the monthly themes was given at the September Parent information meetings at class level and was also uploaded onto the website. SPHE homework is sent regularly to parents to provide an opportunity to discuss themes, SPHE and well-being programme.

We have found the teaching and learning of SPHE has improved because children teachers, and parents are now using common language and strategies to enable children to cope with issues affecting problem- solving, self- awareness and self- confidence that they may require addressing on a day to day basis.



Behavioural Goal- Scoil Choilm, Clonsilla, Dublin 15

'Restorative Practices'

Here in Scoil Choilm Community National School we have a very active Action Team Partnership Committee. Over the past 18 months we have gone from forming our first committee to setting goals and making positive changes in our school community. Our behavioural goal was to introduce restorative practices across the school. The principal was keen that the whole school community was involved and that everyone from teachers, secretaries, caretaker was fully involved and understood the principles of creating a restorative environment. The first thing was to contact a suitably qualified trainer and an organisation. This included training 60 parents as it was felt that parents must be fully aware of and involved with the culture that the school desired to introduce.

Restorative scripts were created and used by the children in the play yard. Children loved the crocodiles and eye language taught and quickly began to use it.



Behavioural Goal- St Ailbe's N.S, Emly, Co. Tipperary

'Drop Off Times'

St Ailbe's ATP chose to work on our Behavioural Goal first. For the past number of years, parents have dropped their children off to school from 8 30 am onwards. As school staff were in their classrooms from 8 am onwards preparing their work for the day. That meant that the children were unsupervised in the yard until school opened at 9 10 am. The Board of Management and school staff were fearful of child protection issues and the health and safety of children.

The ATP decided that they might be able to help with this issue. After long discussions on how we could improve safety for our children, we came up with a plan.

Step 1 - Parents on the Committee volunteered to monitor the situation in the yard over a 2-week period gathering facts (times children arrived, how many unsupervised, ages of children)

Step 2 - Children on Committee devised a survey to go to all parents. (2 options: A; Opening time to remain the same but parents to set up a rota to supervise children for half hour before opening time. B; Opening time to change to opening half hour earlier. All staff were asked about a change of opening time also. Board also informed.

Step 3 - PSI children distributed surveys, collected surveys.

Step 4 - PSI staff collated information from surveys. Letter was drafted by Committee informing all the parents School staff and Board of the results. There was an overwhelming response from the parents. They felt it was their decision so opening time is now 8 40 am instead of 9 10 am. There was very little negativity from parents as they all had a say in this big decision. It was not foisted on them by the school.

Our problem with children being left early in the yard unsupervised has now been resolved thanks to the PSI partnership committee working and collaborating closely, between all partners.

Behavioural Goal- St Ailbe's N.S, Emly, Co. Tipperary



Climate of Partnership Goals



Climate of Partnership Goal- Scoil Choilm, Clonsilla, Dublin 15

Partnership Schools Ireland - Scoil Choilm CNS

One of the most successful goals for Scoil Choilm's ATP has been our Welcoming Goal. In Scoil Choilm Community National School we have many families learning English as a second language. As a result, creating a school that is welcoming of all families is a priority for our ATP

As part of our Welcoming Goal, we set up a new language programme called the 'Young Interpreters' to help welcome our new infant pupils. Pupils from 5th and 6th class buddy up with pupils from Junior and Senior Infants who speak the same language. Older pupils help our younger pupils to understand the school rules and routines by explaining them in their own language.

They also teach their buddies new phrases in English by using their native languages, such as Polish, Russian and Romanian.

Our Infants pupils love meeting their buddy once a week and speaking their own language, as well as learning new English phrases!



Climate of Partnership Goal- Scoil Choilm, Clonsilla, Dublin 15

We also created a 'Helping Hand's' display for our reception to help parents with English as a second language communicate with the school. Our committee compiled a list of the top ten languages in our school and asked parents from the community to volunteer to be a contact person for new families who speak their language. Another objective within our Welcoming Goal was to make parents who speak languages other than English to feel welcome within our school community, and to have a point of contact with another parent who speaks their language. Parents, teachers and our two secretaries have found this display extremely helpful.

Finally, our last initiative as part of the welcoming goal was to improve the signage around the school in an effort to assist parents in getting to the reception, hall, office, etc. With the help of the school caretaker and the support of the principal new signs we posted around the school in June 2018. As part of this initiative we also liaised with teachers at a staff meeting and talked about the importance of greeting parents and children the morning. As a result of this meeting, all teachers and SNAs greet children individually in their lines in the morning before they go into school. We carried out a survey before and after our work and found an increase of 40% in the number of parents who felt very welcome in our school and a 64% increase in the number of parents who found the new school reception signage helpful.



Climate of Partnership Goal- Scoil Naomh Bhríde, Emper, Co. Westmeath

'Transform unused room into a functional Art room'

The Action Team for Partnership in Scoil Naomh Bhríde provides an opportunity for pupils, teachers, parents and community to come together to support the school in achieving its goals.

One of our goals was to rejuvenate and repurpose the computer room which had been only used for storage in the last few years. As the school has tablets for use by the children, this room no longer had a function. The group decided that an Art room would be an ideal purpose for this room, as it would help de-clutter the classroom and provide a creative space for the children.

We wanted to achieve this goal before the end of the second term, so the children could benefit from it within the school year.

We started by enlisting the help of some parents to clear out the room. Firstly, all the old computers were removed and donated to charity. The room was completely cleared and cleaned, just leaving benches and chairs. Our next job was to get shelves and storage containers into the room. The school purchased these, and some local handy men installed them. All art materials and tools were moved into the room and organised by the teacher, parents and pupils.

The result is a clean, bright functional room specifically used for Art. A place where the pupils can express their creativity and have all the art tools and materials stored and organised within reach. This room is used by and benefits all the pupils in the school. This goal involved all members of the group with assistance from the parents and community. We achieved the goal within the timeframe, and it is easy to see that the pupils and school are benefiting from having this new art room available to them, as it is in use already.

'Maintain and develop further links with our local Public Library'

As a school we have been trying to raise awareness of the public library and its resources that could be of value for parents and family members in supporting their children's learning. One of the targets in our School Improvement Plan for the school this year was to improve the children's literacy skills. The partnership team felt could be developed into a goal, which would benefit the literacy levels for all the children at the school and encourage parents to be aware of the local resources that are available to them through their local libraries.

The partnership team, with the full support of the principal and teaching staff invited the library staff to set up an information stand at our general information meeting for parents/ family members in late September and also at our annual book fair in March. This enabled parents/ family members, who may have been reluctant to make a "cold call" to the library to meet the staff and to find out about various resources and services that might be available to them from the library resource. It also enabled children and parents to attend and enjoy discovering the resources that were available.

Another element of the project involved our junior infants inviting their parents or family members to come to school with them one morning and to visit the local library, with their class. On this occasion twenty-six parents out of the class of twenty-seven accepted and attended on the day. Feedback from parents and family members was hugely positive. Many of them became members of the library and they were delighted to learn about all resources that are available to them through the library service e.g. English Language classes. The children enjoyed their days and were keen to take books home and use computers resources at the library, with their parents. This was so successful, it has now become an annual event for the school.

Climate of Partnership Goal- St Louis Girls N.S, Co Monaghan

'The Tuesday Club'

Since Easter, the pupils in St. Louis GNS, Monaghan have been involved in a special inter-generational project with the senior citizens' Tuesday Club, which meets weekly in Teach na Daoine, our local family resource centre. The project was the brainchild of the school's Action Team for Partnership (ATP). The project was suggested under the committee's "Climate of Partnership" goal, aimed at forging links between the school and the local community.

Four different classes visited the club in Teach na Daoine over four Tuesdays and entertained the members in a variety of ways. 4th class sang songs, played music and danced with the senior citizens. 6th class presented their World War II projects to them and were rewarded by many wartime memories and stories. Our 5th class pupils interviewed the members about their experiences of school and played cards and board games with them.

The project culminated in a visit by the Tuesday Club to the school, hosted by the children on the Action Team Partnership Committee. As well as all the staff and pupils, the occasion was attended by members of the ATP. The Tuesday Club members were treated to a short video showing the four visits to Teach na Daoine and some musical entertainment, followed by refreshments.

Mrs Farrell thanked all those involved in the inter-generational project and highlighted the benefits to both pupils and club members alike. The children on the committee confirmed that the whole experience was a most enjoyable and enriching one for them. They are particularly proud of the fact that they have established a firm friendship between our school and the senior citizen's club. Mrs Farrell - Principal added that this was only the beginning and that the ATP hope to build on this project into the future.

Climate of Partnership Goal- St Louis Girls N.S, Co Monaghan



'To Increase Parent Involvement with the School'

St. Cecilia's School is a school for students in the moderate, severe and profound learning disability in the North West of Ireland.

A specific goal for the Action Team Partnership this year was to increase parent involvement in the school. To address the target, the partnership team brainstormed and developed the idea of using recently purchased technology (iPad and our Interactive panels) to involve the parents through a story via video conferencing. This involved the parent(s) reading a favourite story to their child's class from their workplace or home and the school streaming the live storytelling to the classroom. The idea was further developed particularly for the students with SPLD so that the teacher would provide sensory input to the students in the classroom while the story was being read. We decided to call the target..." The Secret Storyteller".

We set a time span of 6 weeks to research the technology needed, to identify and involve a teacher and class, set up the system, approach a parent, focus on a story and collect the sensory equipment needed related to the story. 2 members of the ATP were assigned the task.

Our initial challenges included the reliability of the school Wi-Fi, involving parents and the compatible streaming services available. These were overcome through formal and informal discussions between the 2 ATP members and telephone conversations with the parent (we approached a specific parent via face to face conversation initially to outline the idea and allay any initial concerns. Subsequent discussions were held by telephone). Once everything was in place, we held a trial run the day before and discovered compatibility issues with the technology which took time to overcome that day but were resolved.

The first Secret Storyteller took place with the parental involvement and the students enjoying the visual and auditory input from a familiar face - to at least one student in the class! We recorded the classroom interaction and the storytelling and made a video for our school YouTube channel. The lesson was a great success – it

Climate of Partnership Goal- St Cecilia's School, Rosses Point, Co. Sligo

involved a parent, met Junior Cycle Level 1 and Level 2 targets, promoted technology and met the needs of the students in the class. Student learning was evidenced through assessment on the L1LPs using the progression pathway.

We have since recorded a second Secret Storyteller session with a different class and we now have other teachers in the school approaching the ATP team to have their class included in the scheduling of the next story.

Having video evidence means that all classes can have access to the recording and can complete themselves using the sensory elements, and we have evidence of the students' learning. The video has been promoted to other parents via the schools' Facebook/twitter and newsletters. We are yet to have a parent approach us to get involved, however those parents we have approached have seen the initial video and have been keen to get involved.

The process continues to evolve as we reflect on our practice and how we encourage further parent involvement.



Dr. J. Epstein's 6 Types of Parental Involvement

<p>Parenting</p>	<p>Helping families develop their parenting skills, understand child and adolescent development and set home conditions to support learning at each age and class level. Helping schools understand families' backgrounds, cultures, and personal goals for their children.</p>
<p>Communicating</p>	<p>Creating two-way communication channels between school and home. Designing effective forms of school-to-home and home-to-school communication about children's progress school progress.</p>
<p>Volunteering</p>	<p>Improve recruitment, training, activities and timetables to involve families as volunteers and as audiences e.g. sport days, drama nights, gardening projects, intergenerational days at the school or in other locations. Enabling teachers to work with volunteers who support children's learning and the school.</p>
<p>Learning at home</p>	<p>Finding ways to involve families with their child's learning at home. Encouraging teachers to design homework that all children can do at home, and that enables them to share and discuss fun and interesting tasks with their parents.</p>
<p>Decision making</p>	<p>Including families in decisions relating to their child's learning and development in school. Discussing school decisions such as the development of a school plan, policies regarding behaviour, or healthy eating initiatives through consultation with individual parents, the general parent body, the parent's association, board of management and student councils.</p>
<p>Collaborating with the Community</p>	<p>Identifying and coordinating resources and services for families, children, and the whole school community to strengthen school programmes, family practice and student learning and development with:</p> <ul style="list-style-type: none"> - Local community groups e.g. local walking groups, men's sheds, local sports clubs, - Businesses e.g. local gyms, garden centres, musicians, - Public amenities e.g. libraries, sports centres, parks - Other schools e.g. Early Years providers, transition year students

Partnership Schools Ireland (PSI)
National Parents Council Primary
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