COUNCIL OF CATHOLIC SCHOOL PARENTS

Professional Development

For Teachers

Developing Learning Partnerships

Modules

...Leadership, Advocacy and Support
The Council of Catholic School Parents (CCSP) is recognised by the NSW Institute of Teachers as an endorsed provider of professional development for teachers, schools staff, and school executives.

Workshops and seminars can be scheduled for your staff meetings, information evenings, full days or as part of a larger event like a conference or professional development day.

The CCSP has a team of experienced presenters, who are experts in the field of parent engagement and who are regular conference presenters and facilitators.

To enquire or schedule a workshop please contact the CCSP on

Ph: 02 9287 1514

Email: office@ccsp.catholic.edu.au

Costs are dependent on numbers and length of workshop. They can be held at your school or in a centrally located area with other attendees.

Watch for scheduled courses on the Board of Studies and Teacher Education Standards website at www.nswteachers.nsw.edu.au.

Completing any of these modules will contribute hours of QTC Registered PD addressing 3.7 and 7.3 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.
Module 1 - Learning Better Together – Why Parents Matter?

Standards: 3 and 7
Focus Area: 3.7.2 and 7.3.2
Career Stage: Proficient
Session: 2 hours, ½ day or full day

*All modules* follow the format of:

- Surveying participants’ beliefs and attitudes
- Delivery of theory and content
- Interaction with participants
- Participants’ interaction with each other
- Co-creation of concrete examples and strategies for implementation

*Research shows* that in order to raise achievement, parents need to be both involved in schools and engaged in student learning (Harris and Goodall 2009).

This module familiarises participants with the evidence base that shows the significant difference between parent involvement and parent engagement, and the importance of parent engagement in raising student achievement, improved student well-being and better school environments.

The module fills a gap in pre-service support for graduate teachers who say “I know parents are important but how can we work better together to support the learning of students?” and supports school executive staff who struggle with “How can we build a learning culture/ community in our school where all members including parent, family and community are recognised and valued?”

The session addresses the importance of parents, families and communities supporting their children’s learning and the teacher’s role in encouraging this.

It provides the rationale with extensive research that shows that parent engagement is vital for the achievement of students.
Module 2 - Home/School Partnership – Are we there yet?

Standards: 3 and 7
Focus Area: 3.7.2 and 7.3.2
Career Stage: Proficient
Session: 2 hours, ½ day or full day

All modules follow the format of:

- Surveying participants’ beliefs and attitudes
- Delivery of theory and content
- Interaction with participants
- Participants’ interaction with each other
- Co-creation of concrete examples and strategies for implementation

Research shows that schools which effectively engage their families and communities, work better. Schools are positively impacted by having positive relationships with families and communities (Weiss, Lopez & Rosenberg 2010).

This module familiarises participants with the evidence base that shows the benefits and flow-on effects of effectively engaging parents and community.

The module takes participants through a process of exploring the current state of parent engagement at their school to determine the level of authentic parent engagement in policy and practice. Participants are then assisted to craft the appropriate level of strategies to effectively engage families and community at their school.

This is achieved by exploring the variety of tools available for this purpose such as surveys and other matrices that are already available for schools to employ in their own setting.

It takes participants through the various levels of ‘real’ engagement explaining the rationale and offering concrete strategies for advancing along the continuum from involvement to engagement. Interaction with other participants adds to the overall experience and capacity of the group.
Module 3  - Relationships – The Ups and Downs

Standards:  3 and 7
Focus Area:  3.7.2 and 7.3.2
Career Stage:  Proficient
Session:  2 hours, ½ day or full day

All modules follow the format of:

- Surveying participants’ beliefs and attitudes
- Delivery of theory and content
- Interaction with participants
- Participants’ interaction with each other
- Co-creation of concrete examples and strategies for implementation

Research shows that over the years the expectations and demands of parents have substantially changed from passive recipient to ‘consumer’ (Crew, 2008). Alongside of this shift is the subtle but important aspect of generational differences between school staff and successive waves of parents which can also impact on relationships and understanding.

This module explores the changing face of parents and teachers in our schools and by doing so attempts to shed some light on the various stages of relationship building and sustaining at the personal level and school level.

The module looks at personal beliefs and approach, generational characteristics, school protocols and policy, complaints handling and conflict resolution practices in the school community.

Participants are given strategies to build their confidence to establish positive relationships with parents and community while maintaining professionalism. Specific instruction in dispute resolution enables participants to handle difficult parents and situations while continuing to strive for strong relationship building.
Module 4 - Two-Way Communication – All the Difference

Standards: 3 and 7
Focus Area: 3.7.2 and 7.3.2
Career Stage: Proficient
Session: 2 hours, ½ day or full day

All modules follow the format of:

- Surveying participants’ beliefs and attitudes
- Delivery of theory and content
- Interaction with participants
- Participants’ interaction with each other
- Co-creation of concrete examples and strategies for implementation

Community feedback and consultation is a recognised element of school assessment and improvement and is enshrined in state and federal education legislation. The challenge for many schools is how to solicit feedback that is meaningful and results in a positive exchange between educators and the community.

This module provides examples of how to gather data, gain feedback and provide processes for consultation, as well as building positive relationships with school communities. The processes are suitable for Annual School Report, school review, school improvement and strategic planning processes.

The session looks at

- how to facilitate consultation professionally
- who to engage
- when to gather data
- what to do to keep the process “in control”

A variety of different scenarios are practiced to equip staff with the skills required to deal with emotionally charged or complex situations with parents (e.g. formal parent/teacher meetings and informal and potentially inappropriate times for engaging with parents about their child’s learning).

The importance of good data collection and communication to parents is the focus of this session with practical strategies for designing appropriate tools and understanding the data that emerges in order to build stronger school communities.
Module 5 - Parents & Schools Working Together

Standards: 3 and 7
Focus Area: 3.7.2 and 7.3.2
Career Stage: Proficient
Session: 2 hours, ½ day or full day

All modules follow the format of:

- Surveying participants’ beliefs and attitudes
- Delivery of theory and content
- Interaction with participants
- Participants’ interaction with each other
- Co-creation of concrete examples and strategies for implementation

This project funded by the state government and developed for NSW state parent organisations provides a syllabus of five modules, each of which can be presented at a staff meeting or other PD opportunity for teachers or school leaders.

The modules are:

1. Understanding Parent Engagement
2. Communication Matters
3. Home-School Conflict
4. Transitions
5. Creating a Welcoming School

Each of the five program modules includes:

- An overview of the research literature
- Case study vignettes for discussion
- Discussion of the work of parent organisations
- Recommended pre-reading
- Activities, aids and resources
- Evaluation form for completion
Module 6 - Collaborative Conversations

Standards:  3 and 7
Focus Area:  3.7.2 and 7.3.2
Career Stage: Proficient
Session:  2 hours, ½ day or full day

All modules follow the format of:

- Surveying participants’ beliefs and attitudes
- Delivery of theory and content
- Interaction with participants
- Participants’ interaction with each other
- Co-creation of concrete examples and strategies for implementation

Collaboration is key to effective relationships and relationships are built one conversation at a time. Collaborative conversations are an innovative way for teachers, students and parents to learn together, through focused and constructive dialogue about a topic of shared interest and importance – improving student outcomes.

This module sets out the 6 step Collaborative Conversation Model and includes:

☑ goal setting
☑ building rapport
☑ decision-making
☑ values exploration
☑ how to craft recommendations

Using a variety of approaches, participants will be led to an understanding of their own collaboration style and the elements that influence the outcomes of their interactions.

Exploration of relevant theory, sharing with a partner, and role play and are all employed to deepen participants’ understanding and instil confidence to use this model in their personal and professional interactions.

The easy to follow six-step model provides a clear and effective tool for improved relationships in the school community between work colleagues, with students, with families and other community partners.
Council of Catholic School Parents

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