

# Key dimension: Recognise the role of the family

## Family-School Partnerships Framework

### A guide for schools and families

#### Strategies for recognising the role of the family

'Recognise the role of the family' is one of the seven key dimensions identified in the *Family-School Partnerships Framework* as guidelines for planning partnership activities. As the primary educators of their children, parents and families have a lasting influence on their children's attitudes and achievements at school. They can encourage learning in and out of school and can support school goals, directions and values. These strategies can help schools and families use their collective skills and knowledge to improve student learning.

- Assess whether current school practices are effective in supporting family and community engagement.
- Encourage a culture of family engagement, which includes a broad range of activities from involvement in school activities to supporting learning at home.
- Establish family and community engagement as a key focus area and ensure it is integrated into the school strategic plan. Recognise the needs of parents, families, students, teachers, and community members when developing family and community engagement practices.
- Recognise the value of combining formal learning at school with the knowledge families have of their child, to support and benefit student learning and wellbeing.
- Foster practices that build the confidence, connections, capabilities and cognition of both teachers and families.
- Develop and implement programs and practices to build relationships that link to student learning, are hands-on and encourage collaboration, and enable everyone to learn and contribute something.
- Promote a culture within the school where families are viewed as authentic partners. This should be reflected across the school community. Involve families in decision making processes for developing school plans, policies and practices.
- Evaluate reporting and goal setting practices and processes to ensure they are meeting the desired outcomes. For example, consider the needs of students, families and teachers in reporting processes or parent/teacher interviews.
- Create an environment where students, families and teachers are able to set learning goals together, which can be informed by student data as well as interests and aspirations.
- Establish an environment where school leaders are visible and accessible.
- Offer strategies for family support and encouragement of children's learning at school, for example by organising workshops, discussions, meetings and demonstrations of the school's strategic directions as identified in the school plan, such as in literacy, numeracy or social and emotional learning initiatives.

Developed by the Family-School and Community Partnerships Bureau. The Bureau is a partnership between the Australian Council of State School Organisations and Australian Parents Council, with support from the Australian Government. Visit the [Department of Education and Training website](#) for more information.