FAMILY ENGAGEMENT

BASELINE EVELUATION

FOR TEACHERS

When a child enters an educational institution, a bipolar educational system is automatically created. Two groups of educators (parents as natural educators and teachers as professionals) are involved in this system and they educate the child. Success in education and schooling also depends on the genuine collaboration between the two groups of educators. Teachers need the help of parents and parents the support of teachers.

In the high-performing schools, school staff understood and promoted the concept of relationship building on every level: staff-to-staff, staff-to-family, and staff-to-community. Within these schools, it was the relationships among the groups that fostered and promoted improvement.

Όταν τα παιδιά εισέρχονται σε ένα εκπαιδευτικό ίδρυμα, δημιουργείται αυτόματα ένα εκπαιδευτικό σύστημα με 2 πόλους. Δύο ομάδες εκπαιδευτικών (οι γονείς ως φυσικοί εκπαιδευτικοί και οι εκπαιδευτικοί ως επαγγελματίες) συμμετέχουν σε αυτό το σύστημα και εκπαιδεύουν το παιδί. Η επιτυχία στην εκπαίδευση και τη σχολική ζωή εξαρτάται από την πραγματική συνεργασία μεταξύ των δύο ομάδων εκπαιδευτικών. Οι εκπαιδευτικοί χρειάζονται τη βοήθεια των γονέων και οι γονείς την υποστήριξη των εκπαιδευτικών.

Στα σχολεία υψηλών επιδόσεων, το προσωπικό του σχολείου κατανοεί και προωθεί την έννοια της οικοδόμησης καλών σχέσεων σε όλα τα επίπεδα: του προσωπικού μεταξύ τους, του προσωπικού με την οικογένεια και του προσωπικού με την σχολική και την τοπική κοινότητα. Σε αυτά τα σχολεία, οι σχέσεις μεταξύ των παραπάνω ομάδων προωθούν τη βελτίωση.

October - June 2018-19

**Overview**

Family-based support is one of the most significant contributors to children’s continued success in the education system, particularly during periods of educational transition. Schools that can get families more engaged find that their students earn higher grades, score higher on tests and develop better social skills. Research suggests that parents’ involvement can have more influence over a child’s education than the quality of the school that they attend. Family involvement is a key to improving school climate as a whole.

Family engagement is no longer viewed as a one-way street but as a partnership. The first step towards building this partnership is to measure parent and families’ attitudes and perceptions about their ties to their children’s schools. The Family Engagement Baseline Evaluation was developed to help schools assess their strengths and areas for improvement in a number of key areas.

Η στήριξη που παρέχει η οικογένεια, ιδιαίτερα σε περιόδους μετάβασης από μια βαθμίδα εκπαίδευσης σε μια άλλη, είναι ένας από τους σημαντικότερους συντελεστές επιτυχίας των παιδιών στο εκπαιδευτικό σύστημα. Τα σχολεία που έχουν αναπτύξει τη συνεργασία σχολείου οικογένειας είναι εκείνα που οι μαθητές τους παίρνουν καλύτερους βαθμούς στα μαθήματα και στις εξετάσεις και αναπτύσσουν καλύτερες κοινωνικές δεξιότητες. Έρευνες δείχνουν ότι η συμμετοχή των γονέων στη σχολική ζωή αποτελεί βασικό συντελεστή για τη βελτίωση του σχολικού κλίματος στο σύνολό του.

Η συνεργασία σχολείου οικογένειας θεωρείται πλέον ως μια σχέση εταίρων. Το πρώτο βήμα προς την κατεύθυνση της οικοδόμησης αυτής της εταιρικής σχέσης είναι η μέτρηση των στάσεων και των αντιλήψεων των γονέων και των οικογενειών σχετικά με τους δεσμούς τους με τα σχολεία των παιδιών τους.

Το παρακάτω ερωτηματολόγιο αναπτύχθηκε για να βοηθήσει τα σχολεία να αξιολογήσουν τα πλεονεκτήματα και τους τομείς βελτίωσης σε ορισμένους βασικούς τομείς ως προς τη συνεργασία τους με τις οικογένειες των μαθητών τους.

**Who Should Use This Baseline Evaluation?**

Principals, staff, or parent/teacher organizations should use this survey to understand how they’re doing with parents.

**Please indicate your current position by circling the appropriate choice:**

i. Director of education ii. Principal iii. Teacher iv. Head of parent organization

**How many years have you worked in the field of education? \_\_\_\_\_\_\_\_**

**How many years have you worked at your present school? \_\_\_\_\_\_\_\_\_**

**What is the name of your school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please indicate your gender:**

Male Female

**Do you think parental involvement is important for a good school?**

① Yes ② No ③I don’t know

**Have you ever attended a training course about family and school relationship?**

① Yes ② No

**What is your level of English?**

B1-B2 C1-C2

**What are your expectations about the Family Engagement training course?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

HOW FAMILY – FRIENDLY IS YOUR SCHOOL?

**Welcoming Environment**

1. Signs show newcomers how to get to the office and how to find particular classrooms.

① Yes ② No

2. The school has standards of welcoming behavior that apply to all staff.

① Yes ② No

3. Staff are friendly –provide information easily and answer the phone in a way that makes people glad they have called.

① Yes ② No

4. The school is open and accessible: it is easy for parents to meet with the principal, talk to teachers and bring up issues or concerns.

① Yes ② No

5. Current student work is displayed throughout the building explaining the purpose of the work and the high standards it is to meet.

① Yes ② No

6. There is a comfortable family room where parents can meet.

① Yes ② No

7. Special events for students and families welcome them to the school, give them a tour of the building, connect them to staff and inform them how the school system works.

① Yes ② No

**Communication**

8. Communication (dialogue), as opposed to information provision, is a two-way process. The school makes personal contact with all new families before the school year begins.

① Yes ② No

9. The school actively consults with parents to identify their preferred methods of communication.

① Yes ② No

10. Teachers or the administration make personal contact with each family at least once a month.

① Yes ② No

11. Each family knows an adult in the school they can contact about their child.

① Yes ② No

12. The school organizes meetings that help families understand how children learn and are being taught. The topics are suggested by families.

① Yes ② No

13. At parent-teacher meetings, students are present and discuss the quality of their work.

① Yes ② No

14.Teachers send graded student work home for review once a week.

① Yes ② No

15. A family liaison(σύνδεσμος) helps teachers connect to families and bridge barriers of language and culture.

① Yes ② No

16.Staff informs parents right away about their child’s problems with (circle all that apply):

1. Behavior
2. Fitting in with other students
3. Homework
4. Special projects
5. Tests
6. Attendance

17.There is a clear written process for resolving complaints or problems, and families know how to use it.

① Yes ② No

**School website, social media, wikis,** **virtual learning environments (VLEs) and apps**

18. The school website (circle all that apply):

1. shows how the school is organized,
2. provides information for contacting school staff or the school by e-mail or text
3. contains school calendar
4. explains complaints/problem solving procedure
5. sends clear messages about rules and requirements (student behavior, mobile phones, getting to school on time, etc)
6. presents data about the school, such as attendance rates and test results
7. provides information and materials on helping at home
8. provides information about academic and after-school programs for students and how to apply for them
9. describes how the school is working to make improvements
10. involves the community in learning
11. shows that family engagement is valued by the school

19. The school has a well-informed (circle all that apply):

1. website
2. blog
3. Facebook
4. Twitter

20. The school gives parents information about school events through:

1. text messaging
2. social media platforms
3. digital applications (apps)
4. letter in the bag
5. email
6. other

21. The school uses free digital applications (apps) to send messages to individuals or groups, sharing a wide range of information with parents such as:

1. attendance statistics, information on behavior and test results
2. specific difficulties their child is having with their learning so that parents can support their child at home
3. changes to personnel, upcoming events or newsletters

22. Protocols are in place to protect the wellbeing of staff and pupils when using school Facebook or other social media.

① Yes ② No ③I don’t know

23. The school uses Social media technologies to reach at a distance those who are unable or unwilling to engage with the school in person.

① Yes ② No

24. The school provides guides for teachers on how they can use Facebook and other social media.

① Yes ② No

**Opportunities for families to get involved in school life**

25. The school asks families for their ideas on family involvement

① Yes ② No

26. The school identifies families’ interests, talents, networks and availability to support the school on:

1. volunteering activities
2. career day
3. cultural celebrations /parties/trips
4. sharing their knowledge and experience with the school
5. provisions (παροχές)/ funds raising for the school
6. other

27. The school communicates with:

1. one parent only
2. mostly mothers
3. mostly fathers
4. both fathers and mothers

28.The schools has adopted successful strategies to encourage fathers to engage more closely in their child’s learning and to contribute to the life of the school.

① Yes ② No

29. Parents’ meetings focus on a child’s

1. specific academic progress relative to other children
2. behavioural issues
3. bullying
4. attendance

30. Teachers refer families to education programs in the community that can help their children.

① Yes ② No

31. The school recruits students for gifted and advanced programs and works with families to explain the program and obtain their support.

① Yes ② No

32. The school confers with families about which study program is best for their children and gives them the information they need to make the best choice.

① Yes ② No

33. If your school is a middle school, all 3RD -grade students and their parents get information about what courses are required for high school or other postsecondary education and what students should do in middle school to qualify for those courses in high school.

① Yes ② No

34. If your school is a high school, all 3RD-grade students and their families get a career planning handbook that contains an individual graduation plan and explains all the steps for university entrance exams.

① Yes ② No

**School climate- Different Cultures -- Addressing Issues of Race, Racism, Bullying**

35. Teachers learn about effective approaches to working with families of diverse cultural backgrounds or with bullying.

① Yes ② No

36. The school’s curriculum reflects cultures of families, and there are books and materials about families’ cultures in classrooms and the library.

① Yes ② No

37.Families’ cultural traditions, values, and practices are discussed in class.

① Yes ② No

38. Activities and events honor all the cultures in the school.

① Yes ② No

39. School activities and events are planned with parents and respond to their interests.

① Yes ② No

40. Professional development for staff explores negative attitudes, practices and expectations for immigrant students.

① Yes ② No

41. The school has a system for helping staff and students learn how to pronounce all students’ first and last names correctly.

① Yes ② No

42. Parents and teachers are surveyed about school climate, and school staff and parent group leaders follow up on the results.

① Yes ② No

**Decision making -- Sharing Power and Practicing Democracy**

43.The school does an annual survey of parents to get their ideas about programs and policies.

The survey is co-designed by parents.

① Yes ② No

44.The school has a strong, broad-based parent association that represent the socio-economic mix of the school.

① Yes ② No

45.The parent association uses surveys to reach out to families and draws out their ideas and concerns.

① Yes ② No

46. Parents develop school improvement projects.

① Yes ② No

47.The parent association visits the principal to describe plans for school improvement.

① Yes ② No

48.If parent association or parents raise issues (e.g. class size, teacher qualifications, achievement gaps, and facilities), the school is willing to work with them to make improvements.

① Yes ② No

**Accountability**

49.Principals are evaluated on how well the school engages families and community members and organizations.

① Yes ② No

50. An annual survey assesses families’ opinions of the school and what support they need to become more involved.

① Yes ② No

51. The annual survey data are correlated with student outcome data (including test scores) to develop programs for families that are linked to student learning.

① Yes ② No

**Wider Community -- Support and Resources**

52.The school collaborates with parents on joint projects for the good of the school or the wider community.

① Yes ② No

53. Teachers and parents work with local authorities to research solutions to problems that families and students face (e.g. bullying, traffic hazards, gang activity, etc.)

① Yes ② No

54.The school hosts “accountability sessions” with local authorities, so that families can raise their concerns about public service, (e.g. street lights, drug trafficking, etc).

① Yes ② No

55. If local authorities have not approached the school, the school reaches out to them.

① Yes ② No

56. The school draws in local authority resources that can assist families.

① Yes ② No

57. The district (Β/βάθμια/Δήμος) helps schools develop their family communication and engagement approaches through special services.

① Yes ② No

58. In-service training and technical assistance on all aspects of family and community engagement are available for directors, teachers and parents.

① Yes ② No

51. Funding to plan and carry out family involvement activities is built into the district (Β/βάθμια/Δήμος) budget.

① Yes ② No

59. The district (Β/βάθμια/Δήμος) has a well-developed and easy-to-use website so that schools and families can contact staff, obtain important information, and download useful materials.

① Yes ② No

60. The district (Β/βάθμια/Δήμος) offers incentives, such as small action grants, to develop new programs and activities.

① Yes ② No

61. The district (Β/βάθμια/Δήμος) showcases best practice, such as at conferences where schools exhibit their programs and describe the results on the website.

① Yes ② No

62. Schools with high levels of parent, family, and community involvement are recognized and rewarded.

① Yes ② No

**General remarks**

63. Parents of children in secondary schools are less likely to have an understanding about what their children are learning than parents of children in primary school.

① Agree ② Disagree

64. While parents want to be consulted by government and schools, they have little awareness of national education policy.

① Agree ② Disagree

65.Traditional approaches to parental engagement are unsuccessful because modern parenting is changing.

① Agree ② Disagree

66.The main barrier to providing support at home is time.

① Agree ② Disagree

67.Parents who feel the least connected to the school are the most critical of its work.

① Agree ② Disagree

68.Programmes designed for parents to work with their children at home without support or skills appear to be ineffective.

① Agree ② Disagree

69.Information and communication technology (ICT) supports parental engagement because it is better suited to parents’ flexible working arrangements.

① Agree ② Disagree

70.Parents from higher social economic groups are more likely to be active on parent representative bodies than those from lower social economic groups because the latter group lacks confidence in their own abilities.

① Agree ② Disagree

Yes/Agree answers take one point. MCQ take one point for each answer.

No/I don’t know/Disagree answers take zero points.

**Family Engagement Baseline Evaluation made by:**

**Carouzou Vivi**

**Charokopaki Argyro**

ΕΥΧΑΡΙΣΤΟΥΜΕ ΓΙΑ ΤΗ ΣΥΜΜΕΤΟΧΗ ΣΑΣ

***Σημείωση:***

Στην περίπτωση που σας ενδιαφέρει να διαβάσετε την αναφορά που συνοψίζει τα αποτελέσματα αυτής της έρευνας, παρακαλούμε επισκεφτείτε την ιστοσελίδα του σχολείου και ανατρέξτε στο σύνδεσμο για τη Συνεργασία σχολείου-οικογένειας του προγράμματος KA1 Erasmus+ Family Engagement.

ΑΠΟΤΕΛΕΣΜΑΤΑ ΕΡΕΥΝΑΣ

<https://docs.google.com/forms/d/13o_V1Hq9kZhF14UYiC5cxy9A9-BfQF9PFPkbf75QPhQ/viewanalytics>

LINKS FOR QUESTIONNAIRES

TEACHERS

<https://docs.google.com/forms/d/13o_V1Hq9kZhF14UYiC5cxy9A9-BfQF9PFPkbf75QPhQ/viewform?ts=5d0356f6&edit_requested=true>

PARENTS

<https://docs.google.com/forms/d/1xXXae_NDpLfcWtDoOoSKvLXyQj0Mz3j_iS_td9r2wrI/viewform?ts=5d0356f6&edit_requested=true>