

"Together We Make school Better"

St. John's PS, Northern Ireland

Grundschule Humboldt, Germany

Uilenspiegel, Holland

A guidance booklet for those wishing to strengthen the partnership between home and school.



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Useful contacts and resources for Northern Ireland
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INTRODUCTION

The purpose of this handbook is...

- ?? To provide guidance to schools wishing to develop the partnership between home and the school.
- ?? To give guidance to parents wishing to participate more fully in the education of their child, in partnership with their child's school

Ethos...

The ideas, research and guidance outlined in this handbook have all been based on the philosophy that where schools and parents work in partnership, the child and their education derive benefit. It is the culmination of a project funded by European money through Comenius:

“Together We Make School Better”

Collaboration:

The project was developed by three schools
St. John's Primary School, Swatragh, Northern Ireland (co-ordinating school)
Humboldt Grundschule, Eichwalde, Brandenburg, Germany
Uilenspiegel, Boekel, Holland.

A project leader from each school attended an initial conference in Northern Ireland in October 2003. In January 2004 they met again in Berlin to prepare in detail the application and worked out the milestones of the project. Following the successful application for funding there followed three years of co-operation, visits, e-mail exchanges, telephone calls and video conferences.

Parents from all three schools were included in surveys, meetings and exchanges of culture, philosophy and views.

Risks:

The potential risks were considered by the participating project leaders from the very start. They included...

- ?? Lack of support for the venture by school managers.
- ?? Fear and uneasiness by teachers about parent rights and expectations encroaching on their professional territory.
- ?? Conflicting viewpoints about ways of including parents in the life of the school.
- ?? Lack of willingness by parents to take up the invitation to participate more, when education is 'the job of the school'.

Opportunities:

The opportunities presented by such a venture included...

- ?? Raising pupil achievement through partnership between parents and school.
- ?? Parents as stakeholders, aware of their rights and responsibilities.

- ?? Pupil confidence knowing that parents and school are working together for their benefit.
- ?? Increased resources through fund raising, additional expertise, hands on support.
- ?? An open school at the heart of the community it aims to serve.
- ?? A more open attitude by teachers and parents as communication increases in frequency and efficacy.

BASELINE POSITION for ST. JOHN'S PS (NORTHERN IRELAND)

A SETAQ (Self Evaluation Through Attitude Questionnaire) survey carried out in 2002, indicated a disparity to be addressed in the section on Parent/ Community Relations. Responses to the statement...

“The staff encourage parents to be involved in the school.”

went thus: Parents felt it was an important issue (1.5 on a scale of –2 to 2), yet the scores showed it was not deemed to be particularly a true case in the school (0 on a scale of –2 to 2)

Up to the starting point of the project, St. John's had several ways of including parents:

COMMUNICATION

?? *Parent Support Group.*

This is a group of volunteers who organise events and fund raising. A teacher with special responsibility co-ordinates their work.

?? *Parent Suggestion Box.*

A box is placed in the foyer, ready to receive comments and ideas from parents.

?? *Newsletters*

Parents receive a monthly newsletter with messages, requests and news.

?? *Open nights/ afternoons*

Parents had been invited to attend a school Open Night and on two occasions had been invited into lessons to see Science and the use of ICT to support Literacy.

?? *Prayer Services*

Our programme for Religious Education uses the Alive O scheme which incorporates prayer services which include parents.

?? *Annual Report and Annual Meeting*

A legal requirement on the part of the school is to produce an Annual Report to be available to every family. An open meeting of parents with the Board of Governors follows this up. Traditionally attendance at this meeting is extremely low.

ROLES FOR PARENTS

?? *Parent Representative on the Board of Governors.*

A legal requirement is that a parent representative is elected to the governing body. The period of tenure is four years.

?? *Fund Raising*

Through the Parent Support Group, parents come up with ideas and stage events in order to raise money for additional resources for the school. There is a strong tradition of support for such events with the group raising several thousand pounds annually.

?? *Suggestions*

Through the use of the Suggestion Box, several ideas had been introduced to the school. There were few suggestions made, but they tended to relate to practical issues like the provision of milk, or a request that pupils always use their aprons or shirts for painting.

?? *To understand teaching and learning.*

There is an expectation that the work of the classroom can be strengthened by parental understanding. Much work remained in this aspect. Few formal arrangements were in place. The open afternoons and annual progress interviews were really the only strategies available.

?? *Respond to questionnaires*

There is an expectation that parents provide information to assist staff with developments and provision.

?? *Attend school events.*

There is an expectation that parents give moral support by attending events involving their child. Examples include concerts and prayer services.

?? *Accompany trips*

It is essential to have the correct adult pupil ratio fulfilled when organising trips for children. Parents can assist greatly here, avoiding the need to pay for additional teaching staff.

?? *Tutor for After School Clubs*

At times it is possible to employ a parent with our funding for After School Clubs. This applies to someone with expertise in a particular activity related to the club.

?? *Sports Coaching*

There is a tradition in the school for pupils to train school teams. Training takes place in the local park, after school. Teachers value greatly the offer by parent volunteers to assist and manage the teams.

?? Road Crossing Patrol

Despite a prolonged campaign to have an official Road Crossing Patrol installed, the school had been turned down on many occasions. A rota was drawn up, for parents whose children walk home through the village, to cross the pupils safely over the road. These parents received training and uniforms from the Department of the Environment.

?? Support Homework and Pupil Self Evaluation

Parents are expected to read and comply with the Homework Policy and to assist pupils in organising and presenting their work on time. They are also included in the annual process of pupil self evaluation where pupils complete a form on which they record their views about their best work.

In November 2004, at the outset of the project, we carried out a survey of parents seeking their views on how parents and school communicate relate to each other. There was a low response to the questionnaire. Out of 108 families, responses were received from 12, representing 11%.

The questionnaire is appended.

33% felt that the school did not explain about learning, inform about strengths and weaknesses or make clear what standard of work is expected.

67% of respondents answered yes to all questions.

100% of respondents felt they would like to support the school in more practical ways, but were limited in the range of suggestions or ideas they had heard from other schools.

Despite the low response rate, the latter result underlined the significance of this project and the potential for improvement.

Armed with the above indicators, the project leader determined to slowly but surely change attitudes and action in the school community.

Base line position Uilenspiegel

Uilenspiegel is a primary school where parental involvement has been very important from the start of the school in 1990. In the Uilenspiegel there is three-dimensional co-operation between parents, child and school. In that triangle there are open talks about nurture and education to make the most of opportunities to help the child.

Parents in Uilenspiegel are able to participate at three levels.

- ?? Level of the child
- ?? Level of the class
- ?? Level of the school

At the level of the child, involvement is very much expected. When the school organizes talks about children or reports, all parents are invited. Parents agree to read all written communication for instance written reports, the school guide and the newsletter from school as well as class information.

For involvement at the level of the class or the level of school, parents have the opportunity to join workgroups and activities. There are activities during school time with children, but also after school and in the evenings. At the start of the year Uilenspiegel produces an 'activity book', where parents can register their activities. Parents choose at least one activity and update the register annually.

The activities have been classified in four ways:

- ✍✍ Working-parties: Parents prepare activities like painting or cutting out for art and craft, working with children under the guidance of a teacher or someone from the parent Council.
- ✍✍ Working-parties for evening: Activities like ordering books for the library or the organisation of sports days. Parents do not work directly with children here, but there many such evening work shops organised.
- ✍✍ Behind the scenes: Examples include organising rotas and actual supervision of pupils at break and lunch time.
- ✍✍ Representation: (for example on Parent Council, School Board, and Governors). Parents may indicate an interest but only become members when there is a vacancy.

At the start of the project 90 % of parents were involved at the first level and nearly 70 % at the second or class level.

25% of the parents were involved in the third level i.e. school board, parent council and so on.

Baseline Position in Humboldt Grundschule. (Germany)

By law, in Germany, there are ways for parents to be involved in the life of the school. These include the Parent Assembly, Parents' Board, School Board and Parent Speakers.

Parents' Assembly

This meets several times a year. The Parent Speakers and the class teacher usually invite the parents of a particular class, to these meetings. Pupils are also allowed to take part as guests.

In most of the cases the teacher informs the parents about the learning progress in class and about his/her actual work and, of course, about his/her planned activities. Vice versa parents have the opportunity to present their ideas for classes and out-of-class-activities. The Parental Speakers inform the assembly about their work in the Parents' or/and the School Board.

Parents' Board

This board discusses issues of all parents' interests at school.

Possible issues include:

- ?? parental activities to support children's learning: for example the setting up of a library.
- ?? parental activities to support school organization, e.g. preparing breakfast in the morning, or to offer activities before and after classes,
- ?? support for classroom learning by engaging outside speakers and organising whole school study days.

In order to carry out these activities, the representatives of the Parent Board must liaise with the School Board.

School Board

This board is responsible for all aspects of school life

Typical issues include:

- ?? homework
- ?? changing the school organization, new initiatives.
- ?? special events like 'Open Day'.
- ?? school regulations
- ?? discussion of new buildings and construction measures
- ?? integration of foreign pupils
- ?? division, combining/fusion and dissolution of the school

The Parents Speakers keep the other parents informed about all the issues discussed and decided in the boards.

The head teacher is regularly involved in meetings with the chairmen of the different boards.

In addition to these legal requirements parents are also involved in the following ways...

School Support Society

This group organizes the

School library:

Our school library was established by the School Support Society and is successfully managed by the parents. Pupils can use lots of books and materials before or after school.

Breakfast:

Once a month before the lessons parents offer a free breakfast to our pupils.

Open school activities:

These Afternoon Clubs are open and free for all pupils after school. (e.g. art courses, sports courses, musical activities etc.)

Our School Supporting Society helps to prepare and organize school fetes, Open days and Sports Days.

Work of parents in classes:

- ?? Residential trips over one week long
- ?? Day-trips, project days and fetes.
- ?? Practice reading
- ?? Support project work and help children with handicrafts.

At the beginning of our project we distributed a questionnaire amongst all our parents at school: (See Appendix 3)

The results helped to focus the work of the project.

61% of respondents expressed the view that they were sufficiently informed about parental involvement in the school.

While 32% of respondents said they would like to help the school in practical ways, only 11% had any ideas of their own for ways in which to help out.

In addition, only 53% said they knew what standards of work are expected from the children.

It was clear that working on a project like this would help to align the intentions and views of both teachers and parents.

HISTORY OF THE PROJECT

In November 2004, teachers from Holland and Germany visited St. John's.

Day 1:

- ?? Classroom visits and observations
- ?? Pupils performed a choral concert for the visitors.
- ?? Project Co-ordinators collaborated on drafting questionnaires for parents.

Day 2:

- ?? Co-ordinators received training in website creation, from a representative from 'adream'.
- ?? The Comenius team was visited by the Chairman of the local government council.
- ?? Teachers met with parents from the Parent Support Group. A PowerPoint presentation outlined parental involvement in St. John's and in-depth discussions followed in which ideas were exchanged.
- ?? A survey of parent views was launched.
- ?? Visit evaluations were completed.

In June 2005, the project team met in Holland.

Day 1:

- ?? Teachers toured the school, experiencing lessons and routines. A parent accompanied each group and answered questions relating to their involvement.
- ?? Pupils made a presentation by PowerPoint about how their parents helped out.

Day 2:

- ?? Baseline positions were compared.
- ?? Co-ordinators reviewed the work done to date and planned future tasks.
- ?? Charter samples and formats were discussed.

- ?? Evaluations were completed.

In January 2006, teachers from Germany and Holland visited Northern Ireland.

Day 1:

- ?? Teachers visited classrooms to observe developments in all aspects of school life.
- ?? Co-ordinators collaborated on the elements of the Parent Handbook
- ?? Forward planning and application issues were discussed.
- ?? Publicity and dissemination events from each partner were outlined.
- ?? Evaluations were completed.

Day 2:

- ?? Co-ordinators prepared an application for financing the third year of the project.
- ?? A group of parents met with the project leaders for a question and answer session where ideas and concerns were exchange.

In June 2006, the project team met in Germany.

Day 1:

- ?? The visiting teachers were welcomed with a concert and buffet hosted by the pupils, parents and teachers.
- ?? Guided tour through parliament in Berlin
- ?? Talk on education with members of Social Democratic Party of Germany and Left-wing-party

Day 2:

- ?? Project co-ordinators worked on the handbook.

SOME EXAMPLES OF EVENTS WITH PARENTS SAINT JOHN'S

COPASCH

The school was invited to take part in a Comenius 3 Network Programme in February 2006. This network aims to allow the sharing of good practice across Europe, related to involving parents in the life of the school. The Principal attended a conference in Berlin in December 2006, and delivered a presentation about how parents could be involved in language development through Wonderboxes and Storysacks.

In April 2007, the Vice principal represented the school at a COPASCH review conference in Slovenia. She worked with a team to draw up suggestions for schools about possible roles for parents in school life.



Parents from St. John's worked with Wonderboxes from NEELB, to develop language skills with their children.

UILENSPIEGEL



A parent of our school invited the children offered to his farm to see the birth of a lamb. Several classes in our school visited family van den Booms farm, because every time a sheep is giving birth he calls the school, so that we can come!



We make a performance together with all pupils from school in an outdoor theatre. One group did the role-play, another group sang the songs, one group was making the publicity, another group made the scenery and so on. There were several workshops to practise. At the end of the day we had one big show. Parents helped us in the workshops.

The school worked together on a special outdoor theatre production. Parents helped out in each group. The groups were allocated tasks such as the acting, the songs,

publicity and scenery. At the end of all this hard work the show was ready. We were most successful because of the assistance of parents in each of the working groups.

History of events - Germany

When we visited Northern Ireland it was very interesting for us to spot the differences between our schools. We saw new ideas like the parents' suggestion box or 'Assembly' and got an insight to Irish school life. We really enjoyed the talks to teachers and parents, because we got a lot of new ideas and views about involving parents into school-life and school organization.

A very interesting idea for us was to organize events for the schools together with parents, such as barbecues or 'duck-races' for fundraising for the school.

In the Netherlands it was very interesting for us to see in how many ways parents are involved in school life. It was interesting to hear that they too had encountered some difficulties with parents as this was also our experience. It was helpful for us to hear how they had overcome these little problems with communication, communication, communication! The Dutch disseminate a brochure at the beginning of every school-year to every pupil. It explains the values, ethos and expectations of the school and it offers the chance to every parent to take part in particular ways.

These are the things we would like to take up our school, by way of sharing good practice.





In May 06 our Comenius partners visited Germany. This visit was organized and prepared by our parents, teachers and pupils. There were a lot of opportunities to talk to each other, exchange points of views and to experience parental involvement first hand.

CLOSING EVENTS

In March 2007 the project team met in Holland, in order to dovetail the outcomes of the work. This involved finalising and sharing the Charters for Parents. Much editing of the contents of the handbook was done, with schools tailoring sections to reflect on their particular circumstances and parent base.

This handbook was launched at the final project meeting in Germany in June 2007.

The project team members would like to thank the following:

Staff, Governors, parents and pupils in each school.

Local government departments which sent representatives or hosted meetings for visiting teachers.

North Eastern Education and Library Board

Local press

British Council

Socrates

POSITION AT THE END OF THE PROJECT **SAINT JOHN'S**

At the first mobility meeting in Northern Ireland in November 2004, discussions with parents and the visiting teachers indicated there were possible future roles for parents. These included:

?? Partnered Reading

A system whereby parents would understand how to encourage reading and which would involve regular and frequent contact about reading progress.

Outcome: Very positive outcomes in terms of quantity of books pupil read and attitudes to books. Parent comments rate highly, this kind of involvement.

?? Class Talks

Parents are becoming increasingly involved on a regular basis, in topic work through their invitation into the classroom to talk about the world of work or hobbies and interests.

Outcome: Parents in St. John's were asked to contribute towards a database of information about their occupations and hobbies and their willingness to provide information for children or indeed to come in to the school to give a talk to children. There was great co-operation with many parents willing to offer their time and expertise. We have had talks from farmers, refuse collectors and a great day with motor rally cars and equipment. We look forward to many more collaborations like this.

Parents who have come in to talk to classes and the pupils, have gained a great deal from this venture. It boosts pupil confidence in oral and written work because they are at ease with the class visitor. In addition, parents have become involved in schemes like 'Young Enterprise Northern Ireland', which is financed by local government and which aims to teach children skills and understanding about the world of work

?? Practical assistance in the classroom

Structured Play is to be emphasised in the Revised Curriculum. Practical assistance in Play sessions would benefit pupils, the teacher and classroom organisation. Parents could help with painting, model making, and language development and so on.

Outcome: Parents enjoyed invitations to help with cutting out, model making, preparing Storysacks, World Book Day activities, making costumes for dressing up. Through these activities they find out much more about what and how their children learn. There is further scope in this area.

?? Bring Ideas and Share Good Practice

Parents could be encouraged to make greater use of the Suggestion Box and to feel more at ease in sharing good practice they are aware of in other schools or indeed their own ideas.

Outcome: Still limited use.

It was clear to staff and the project leader that development of the above roles would significantly address the issues referred to in the section on the baseline position. Through these mechanisms, the school aspired to ensure that parents would be satisfied that

“Staff encourage parents to be involved in the life of the school”

Through the partnered reading and practical assistance in lessons, it was anticipated that parents would become clearer about the standards of work expected from pupils. The introduction of an ‘Excellence Board’ in the front entrance should show parents what the highest standards are in each class.

Parents have been invited to class assemblies every half term. Following the assembly they are invited to tour the classroom and to see children's stories and pictures on the wall. Such practices help parents to understand the standard of work expected in each class.

The issue about pupil strengths and weaknesses needed to be addressed through improvements to the assessment and reporting practices. This work is on going in tandem with changes to curriculum and assessment for the Revised Curriculum for Northern Ireland.

WHAT DID WE FIND OUT?

In the original application the following points were outlined, detailing the expected impact of the project:

- ?? Teachers will learn how to involve parents
- ?? Computer literacy would improve.
- ?? Good practice would be shared among international professionals
- ?? Pupil learning would improve.

Actual impact:

- ?? Parental involvement relates very closely to attitudes held. For this reason precise measurement is a challenge. It is possible to state that teachers in St. John's accept much more readily the assistance and support that parents can provide. Communication is visible on more levels and is more frequent. Likewise, feedback from parents has revealed a greater willingness for parents to be involved in school. They have a greater ease, feel less intimidated or out of their depth. They have a greater sense of ownership and understanding of the education of their child.

Each term, after a class assembly which parents attend, they are invited to tour the classroom freely with their child as a guide. They have an opportunity to look at wall displays, stories and models made by the children. Children can explain what they have been learning about. This process of explaining assists the learning process and embeds key points in the mind of the child. Parents have expressed great satisfaction with being given this opportunity to come into the classroom and have a good in-depth feel of what life is like for their child on a daily basis.

At the end of the project the same survey was issued to parents, as that at the outset. A greater number of parents responded. The team were very satisfied to find that:

✍✍93% of respondents felt that the school explains how to help with the child's learning.

✍✍91% of respondents said the school does let them know about the child's strengths and weaknesses.

✍✍87% of respondents said the school makes clear what standard of work is expected.

✍✍93% of respondents said they felt it was important for them to know about the school's Development Plan and the 3 year cycle.

✍✍98% of respondents felt that parents were encouraged to be involved in the life of the school in practical ways.

- ?? Computer literacy has improved as witnessed by greater use of email to communicate. Parents, pupils and teachers have developed skills in presentation, with PowerPoint.
- ?? Good practice has been shared between teachers including the exchange of ideas about many aspects of school life far beyond the project remit of parental involvement.
- ?? The actual impact on pupil learning is difficult to isolate from all the concurrent strategies in schools to enhance standards. It is however, the professional judgement of staff, that attitudes and understanding are improving the climate for change and development in school.

POSITION AT THE END OF THE PROJECT: GRUNDSCHULE HUMBOLDT, GERMANY

When we started in 2003, we already had good experience in working together with parents.

At the teachers' request most of our parents helped to organize and carry out various school events in the lessons and after the lessons in the afternoon.

They assisted the class teachers and were engaged in the organization of activities at school level.

So it was, so it is and so it, hopefully, will be in future, too!

However, looking back over the three years of our project we notice that our parents became more self-confident and even more ambitious in their activities for the benefit of their children and the improvement of school life.

We improved cooperation and exchange of information with our parents in different spheres (see the analysis of our questionnaire) and can see that the parent proposals, ideas or concerns are now more detailed and specific. For that reason they are more helpful in our common work.

To a larger extent than before, parents bring in their own talents or contacts in jobs, that are of use for school life.

Thanks to the close contact between the elected parents' representatives, the teachers and the Principal, it is clear that parents still wish to be involved in school life, but on a bigger scale. The School Law and the Parents' Charter should be the basis for their involvement.

We next need to discuss and decide about the following parents' proposals and requests for the school year to come:

- to announce a common schedule by the school management and the after-school nursery about planned activities throughout the school year
- to introduce monthly school assemblies in order to develop and strengthen the sense of school identity among pupils and teachers
- to find new and effective ways for a better information flow about the learning progress of children and school life in general.

To sum up we can say that our project helped school to come closer to the parents as important partners. It helped the school to learn more about their feelings, ideas and concerns.

PARENTAL CHARTERS

In recognition of the importance of the links between home and school and of the important roles that parents play in running a successful school, all three participating partners worked on drawing up a charter of parent rights. After discussion and consultation a clear, simple charter of rights has been declared by each school.

CHARTER FOR PARENTS IN ST. JOHN'S, NORTHERN IRELAND

As parents of children in Saint John's, we have the right to...

- ?? *Be treated with respect by teachers, pupils and Governors*
- ?? *Have our views listened to*
- ?? *Be informed about the process of learning for our children*
- ?? *Know about my child's progress through written reports and teacher meetings*
- ?? *Share ideas through the Suggestion Box or by talking to the Principal*
- ?? *Have access to all Policies, the Annual Report and the Prospectus*
- ?? *Be involved in the child's school life: Attend events like assemblies, prayer services and many more*

- ?? *Join the Parent Support Group*
- ?? *Contribute to funding, fund raisers and to the donations of materials and services*
- ?? *Help out in lessons at the invitation of the teachers*
- ?? *Be represented in the school management*
- ?? *Work with the school to fulfil the Mission Statement...*

'Educating for Today and Tomorrow'.

GRUNDCHULE HUMBOLDT PARENT CHARTER

*As parents of children at Humboldt Primary School,
we have the right to ...*

- ?? *be treated with respect by teachers, pupils and representatives of the local authority*
- ?? *take part in all Cooperative Boards according to the Brandenburg School Law in the interest of our children*
- ?? *have our views, proposals or concerns listened to by the teachers and the Principal of school*
- ?? *contribute funds or assistance in the preparation and implementation of school events*
- ?? *be informed about the process and progress of learning of our children through written or verbal information given by the class teachers or the staff teaching in the child's class*
- ?? *attend lessons for particular reason after notice is given by the teacher*
- ?? *be involved in school life on the basis of common agreements with the Principal and teachers of our school.*

UILENSPIEGEL PARENT CHARTER, HOLLAND

Parents of pupils at UILENSPIEGEL have the right to:

- ?? *be informed about the child's process of learning through attending talks about the development of the child, attendance at meetings about learning-methods and to come in to the classroom to look at activities done and activities planned*
- ?? *be treated respectfully by teachers and pupils*

- ?? be involved in the school life of their child through visiting the classroom at the start and at the end of each school day and by attending presentations by their children in class or school*
- ?? be listened to when they bring new ideas into school and when they want to ask things about the learning process*
- ?? be represented in school management in several boards as a parent group, school board and governors*
- ?? talk to the teachers on an equal footing*

Accordingly there is a document about basic rules and rules of behaviour in our school. These rules are for pupils, teachers and parents.

WHAT CAN YOU DO?

Having looked through this project booklet you may be wondering where you could start or develop similar improvement strategies in your school. Here are some ideas to help.

If you are a parent

- ask the teacher what the custom or protocol is for involvement of parents.
- keep an open and interested mind in the things your child does at school and try to find points to help teachers during school time.
- organise parents in a council and make plans together to organise activities.
- the parent council can make an inventory of parent skills which will be used in the school life of the children, during projects or school subjects
- be aware that it's about the children in school. You assist the process of the development of the children.
- Agree to be vetted for a criminal background check in compliance with local procedures.
- Talk to parents from other schools to share their good ideas and pass them on.

If you are a teacher...

- Invite parents in your class and show them the opportunities to become involved in the pupils' class life.
- Explain parental involvement in clear and simple terms, so that parents know what they can expect.
- inform parents frequently about activities in class through newsletters, announcements posted near the class door or notice board, about forthcoming events.
- talk to parents about things you want to undertake in your class, they can give more ideas and opportunities to put in your teaching or activity plan for your class.
- tell children what they can do to help parents when they are working with pupils in class.
- make parents feel comfortable in school by showing them all things they need during their parental activity, offer them a cup of coffee or tea.
- Praise them and say how grateful you are to them for the work they do in school.
- Make sure that any vetting procedures have been carried out to comply with local regulations.

APPENDIX 1 PARENT SURVEY NOVEMBER 2004

This questionnaire for parents will help the teachers from the 3 schools to share ideas about how parents can be more involved in the life of the school. We want to take your views into consideration. Please complete the following brief set of questions. Comments will be very helpful too.

1. Does the school explain how you can help your child's learning?

YES _____

NO _____

2. Does the school let you know about your child's strengths and weaknesses?

YES _____

NO _____

3. Does the school make clear, what standard of work is expected from pupils?

YES _____

NO _____

4. Do you feel it is important to know about the school's Development Plan and the priorities for each 3-year cycle?

YES _____

NO _____

5. Would you like to support the school in more practical ways?

YES _____

NO _____

6. You may have heard of some good ideas in other schools. Have you any suggestions to make about how St. John's might involve parents more in the life of the school?

APPENDICES USEFUL CONTACTS IN NORTHERN IRELAND

- | | | | |
|--------------------------------|--|--|--|
| 1. Saint John's Primary School | 30 Moneysharvin Rd
Swatragh
Co Derry
BT46 5PY | +44 (0) 2879 401623
+44 (0) 2879 401706 | www.stjohnsswatragh |
| 2. British Council | Norwich Union House
7 Fountain St
Belfast
BT1 5EG | +44 (0) 2890 248220 (tel)
+44 (0) 2890 237592 (fax) | <i>Advice about applications/funding</i>
www.britishcouncil.org |
| 3. The Parenting Forum | | +44 (0) 2890 310891 | |
| 4. Causeway Institute | Union St
Coleraine
Co. Derry
BT52 1QA | +44 (0) 2870 354717 (tel)
+44 (0) 2870 356377 (fax) | <i>Local establishment offering community based courses</i> |
| 5. Working With Parents' | pfp
67-71 Goswell Rd
London
EC1V 7EP | +44 (0) 2072 516570 (tel)
+44 (0) 2072 519045 (fax) | <i>Publishers.</i> |
| 6. NEELB | 17 Loughshore Rd
Antrim
Northern Ireland | +44 (0) 028942286 | <i>Teachers' Centre with curriculum and advisory staff</i> |

- | | | |
|------------|--|---|
| 7. COPASCH | DGB Bildungswerk
Berlin-Brandenburg
Wilhelm Leuschner e.V | <i>Comenius 3 network: Co-operation between Parents
and School.</i>
www.copasch.de |
| 8. adream | +44 (0) 2890 682320 | <i>web hosting organisation</i>
info@adream.tv
www.adream.tv |
| 9. | Government advice on how parents can develop writing, spelling and maths for 5-11 year olds. | www.direct.gov.uk |

APPENDIX 2: USEFUL RESOURCES

Resources	Source
1. Wonderboxes	NEELB
2. Comments and Complaints Procedure and Policy	St. John's PS
3. Child Protection Policy	St. John's PS

APPENDIX 3: SURVEY OF PARENTS AT GRUNDSCHULE HUMBOLDT, GERMANY.

.Are you sufficiently informed about the parents' involvement

Would you like to support our school in practical ways?

Have you got any ideas for parental involvement at school?

Do you know how to support your child's learning?

Does the school inform you about strenghts and weaknesses of your child?

Do you know which working standards are expected from your child?

Wissen Sie , wie Sie Ihr Kind beim Lernen unterstützen können?							
Klassenstufe	Anzahl	ja		nein		keine Angabe	
		Anzahl	Prozent	Anzahl	Prozent	Anzahl	Prozent
1	48	43	89,58	4	8,33	1	2,08
2	57	48	84,21	9	15,79	0	0,00
3	47	44	93,62	3	6,38	0	0,00
4	42	39	92,86	1	2,38	2	4,76
5	37	37	100,00	0	0,00	0	0,00
6	23	21	91,30	1	4,35	1	4,35
gesamt	254	232	91,34	18	7,09	4	1,57

Informiert Sie die Schule über Stärken und Schwächen Ihres Kindes?							
Klassenstufe	Anzahl	ja		nein		keine Angabe	
		Anzahl	Prozent	Anzahl	Prozent	Anzahl	Prozent
1	48	40	83,33	7	14,58	1	2,08
2	57	42	73,68	13	22,81	2	3,51
3	47	21	44,68	25	53,19	1	2,13
4	42	31	73,81	10	23,81	1	2,38
5	37	24	64,86	12	32,43	1	2,70
6	23	16	69,57	5	21,74	2	8,70
gesamt	254	174	68,50	72	28,35	8	3,15

Wissen Sie, welche Arbeitsstandards erwartet werden?							
Klassenstufe	Anzahl	ja		nein		keine Angabe	
		Anzahl	Prozent	Anzahl	Prozent	Anzahl	Prozent
1	48	29	60,42	18	37,50	1	2,08
2	57	23	40,35	33	57,89	1	1,75
3	47	17	36,17	29	61,70	1	2,13
4	42	30	71,43	11	26,19	1	2,38
5	37	22	59,46	15	40,54	0	0,00
6	23	14	60,87	7	30,43	2	8,70
gesamt	254	135	53,15	113	44,49	6	2,36

Sind Sie über die Möglichkeiten der Elternarbeit ausreichend informiert?							
Klassenstufe	Anzahl	ja		nein		keine Angabe	
		Anzahl	Prozent	Anzahl	Prozent	Anzahl	Prozent
1	48	36	58,33	18	37,50	2	4,17
2	57	40	70,18	17	29,82	0	0,00
3	49	27	57,48	19	40,43	1	2,13
4	42	25	59,52	16	38,10	1	2,38
5	37	23	59,46	14	37,84	0	0,00
6	23	14	60,87	9	41,70	1	4,75
gesamt	254	156	61,42	92	36,22	6	2,36

Würden Sie die Schule praktisch unterstützen?							
Klassenstufe	Anzahl	ja		nein		keine Angabe	
		Anzahl	Prozent	Anzahl	Prozent	Anzahl	Prozent
1	48	26	54,17	20	41,67	2	4,17
2	57	11	19,30	38	66,67	8	14,04
3	49	15	31,91	25	53,15	7	14,89
4	42	15	35,71	23	54,76	4	9,52
5	37	6	16,22	25	67,57	4	10,81
6	23	6	26,09	13	56,52	4	17,39
gesamt	254	81	31,89	141	56,65	28	11,42

haben Sie Vorschläge zur Einbeziehung der Eltern?			
Klasse	Anzahl	ja	
		Anzahl	Prozent
1	36	6	12,50
2	57	6	10,77
3	47	6	12,77
4	42	5	11,90
5	37	3	8,11
6	23	3	13,04
gesamt	254	26	11,02

APPENDICES USEFUL CONTACTS IN THE NETHERLANDS

1.	Uilenspiegel	Parkweg 10 5427 AL Boekel Noord-Brabant	+31 (0) 492 – 326025	e. info@obsuilenspiegel.nl i. www.obsuilenspiegel.nl
2.	Ministry of Education	P.O. Box 16735 2500 BJ The Hague	+31 (0) 70 – 4123450	e. info@minocw.nl i. www.minocw.nl
3.	Question Forum for parents		+31 (0) 800 – 5010	i. www.50tien.nl
4.	L.O.B.O. Nationwide organisation for parents in special education	Lane from N.E. Indie 277b 2593 BS The Hague	+31 (0) 70 – 385 0866	e. info@lobo.nl i. www.lobo.nl
5.	N.K.O. National Catholic Parentorganisation	P.O. Box 97805 2509 GE The Hague	+31 (0) 70 – 3282882	e. info@nko.nl i. www.nko.nl
6.	V.O.O. Organisation of parents in public schools	P.O. Box 60182 1320 AE Almere	+31 (0) 36 – 5331500	e. voo@voo.nl i. www.voo.nl
7.	Ouders&Coo Independent organisation for Parents	P.O. Box 125 3970 AC Driebergen	+31 (0) 343 - 513434	e. info@ouders.net i. www.ouders.net
8.	FvO Federation for Parents	P.O. Box 85276 3500 AG Utrecht	+31 (0) 35 - 2363767	e. info@fvo.nl i. www.fvo.nl
9.	Inspection of Primary Education	P.O. Box 2730 3500 GS Utrecht	+31 (0) 30 – 6690600	e. info@owinsp.nl i. www.owinsp.nl
10.	L.K.C. National Complaint Commission	P.O. Box 162 3440 AD Woerden	+31 (0) 348 – 405245	i. www.lgc-lkc.nl

Useful contacts for parents in Germany

<http://www.landeselternrat-brandenburg.de/>

<http://www.bildungsserver.de/zeigen.html?seite=555>

<http://www.forum-bildung.de/>

<http://www.bildung-brandenburg.de>

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