



PARENTAL ENGAGEMENT & PARTNERSHIP POLICY (HHKCS-3.3.1)

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1. INTRODUCTION

Families and schools work together as partners in the education of children and young people. Parents and families play a vital role in their child's education. When they are engaged and involved, everyone benefits; students, parents, families, teachers and communities – and our schools are enriched as positive places to teach, learn and grow.

Parent engagement and school partnerships play a fundamental role in the learning, development, and success of all students. Parents care about their child and want to be involved: they want their child to succeed in school and are usually willing to help in as many ways as possible.

This Policy seeks to maximise parent engagement and encourage sustainable and effective partnerships between all members of the school community, including families, teachers and students aiming to provide a nurturing and supportive learning environment for all our students.

This can be supported by the AISL Academy Parent Education platform. A genuine and successful partnership takes sustained and intentional efforts on the part of all stakeholders. Developed by AISL, the Parent Education platform can supplement school led initiatives through bilingual innovative educational content designed to offer practical support to parents and the wider community.

2. HOME-SCHOOL PARTNERSHIP

Home-school partnerships involve collaborative working relationships between families and schools. This type of partnership is widely reported to have a positive impact on student motivation, engagement, behaviour and academic outcomes.

Effective partnerships with families and schools recognise shared interest in and responsibility for children and collaborate to create shared goals and enhanced opportunities for learning and development. They create constructive connections between home and school settings that have the potential to promote positive education and social outcomes. Effective partnership is greater than merely parent involvement or fund raising for the school; it is mutually determined and has benefits for all partners – students, teacher, and the wider community.

- opportunities for students and/or families to share knowledge and skills gained through home and family experiences
- using students' home experiences to devise meaningful and relevant learning activities with parents in schools
- schools providing resources such as multi-lingual books that are identified as important by particular groups of families
- schools supporting parents to engage with their children's learning



3. EFFECTIVE TWO-WAY COMMUNICATION

AISL Harrow schools should look to establish and implement a parent and family engagement plan that creates partnerships and reinforces positive relationship among school, parents, and family members. To foster two-way communications, parental participation should be facilitated in collaboration with teachers.

The focus of home-school partnerships is to advance the interests of the school and to promote the best interest of the students, parents and teachers. A successful and effective parental/ family engagement plan shall put emphasis on the following areas:

- Foster parent and family engagement through a series of parental participation activities.
- Collaborate with teachers (and the school) on the approach to parents and families and help build confidence in them to provide constructive feedback.
- Collect insights from parents/ families for continuous improvement in building a positive learning environment for students.
- Create structured opportunities for parents to provide feedback to School leaders on the experience of their children.
- Provide an educational online platform featuring diverse, inclusive and supportive parent based educational content. The platform will be sympathetic to the language and preferred modes of communication of the parent body.

It is expected that all AISL Harrow schools proactively seek to engage with their parental community. This engagement must be regular and sustained. The school's leadership must be willing to listen to parental views and should be open-minded, where appropriate, to addressing parents' suggestions. Parental feedback is to be an important source of evidence that informs strategy.

Parent school partnership will ensure that all parents can participate and have their voices heard. However, all school-based decisions will ultimately rest with the Head of the school.

4. 'FRIENDS OF HARROW'

All AISL Harrow schools are expected to operate and support an active, thriving, and involved 'Friends of Harrow' (FoH) parent-school association.

Led by the schools' Parent Affairs Officer (Families & School Liaison Officer or equivalent), the FoH group will empower the parental community to take initiatives and proactive engagement in the wider community of schools. The FoH group will be made up of school representatives, including the Head Masters/ Mistresses, Senior Leadership Team (SLT) members, Parent Affairs Officer; as well as parental representatives from different phases of the school which should include a balance of parental demographics: length of time their children have been enrolled in the school, balanced representation of background, gender and situation (local and expatriate, for example), and parents with interests in all domains of a Harrow education (academics, sports, the arts, boarding etc).

The FoH will not be directly involved in any aspect of school governance or operation but will provide the following:

- Additional activities and support that enhance the experience of the students beyond the usual provision of the school (festive parties, class end of year parties, or support for a musical event for example).
- Events that bind the community (welcoming new parents, an annual Harrow Fair or coffee mornings etc).



- Fund raising for worthy causes (to support a house charity or to support a student's service proposal such as a 'Habitat for Humanity' house build etc). Note: fundraising should not replace the funding of school related events that should be funded by the school's fee revenues.

The Head may delegate day-to-day liaison with the Friends of Harrow group to a senior colleague, but must be regularly engaged with, and visible to, the group and its members.

Alongside the FoH, all AISL Harrow Schools will establish a structured approach to parents representation, for example, parent representatives for a class, subject, phase, House or sports team. Parten representatives are to serve as an interface between the parent body and specific areas of the school.

5. SCHOOL ENGAGEMENT: AIMS AND OBJECTIVES

Effective home-school collaboration refers to families and schools developing relationships as collaborative partners. Such partnerships involve families, educators and community members working together to support students' educational, emotional and social needs.

Listed below are some of AISL Harrow School aims for promoting positive home-school partnerships:

5.1 Providing a positive environment

The school will establish and sustain a positive learning culture and welcoming climate where parental input is welcomed, respected and valued. Efforts will be made to work collaboratively with all families, including whose primary language is not English and those with limited literacy skills.

AISL Harrow Schools will create opportunities for parents to develop knowledge (e.g., workshops, provision of resources such as tip sheets or FAWs &t translation of materials) to support them in understanding the work of the school to maximise the learning and development of students.

5.2 Working with families from diverse backgrounds

Each AISL Harrow schools comprises a diverse parent body with varied expectations, and preferred communication channels. Schools will provide education to staff that promote an understanding and celebration of diverse culture, ethnicities, and linguistic background of the school community.

AISL Harrow Schools will develop and implement strategies to identify and remove discriminatory barriers that limit engagement of parents in our diverse communities viewing diversity as a strength that provides multiple perspectives and information about a child becomes valued.

The AISL online educational parent platform is designed by specialists, and offers parents an opportunity to learn and lead on their child's learning and development.

5.3 Education as a shared responsibility

Home-school collaboration will function beyond an 'activity' and take the role of a process that guides the development of goals and plans. Together, families and educators can discuss expectations for student achievement and their respective roles in helping children meet these expectations; they can develop programmes to promote effective home-school- community partnerships that support positive academic, behavioural and social competencies in all students.

When problems arise, they are addressed jointly by families, students, and educators in a respectful, collaborative, solution-focused manner and parents will be encouraged to share their ideas for



improving learning experiences for their children.

5.4 Supporting efforts of mutual collaboration

Participation of parents are promoted when schools encourage collaboration by eliciting and understanding family's perspectives and expectations. AISL Harrow schools will foster an open dialogue between home and school and provide opportunities for families to build capacity supporting their children's education. This process requires ongoing planning, development and evaluation which requires the following conditions to take place:

- Evaluate parental attitudes and perceptions (e.g., through parent surveys, parent focus groups) to help identify barriers to parent involvement or issues that should be addressed to foster and support a safe, welcoming learning environment
- Establish and review self-assessment processes to determine the effectiveness of parent engagement strategies.
- Develop practical actions for school improvement and parent communication with the school
- Reporting progress to the governing body
- Actively explore, create and utilise opportunities to further engage parents at school and at home in learning, leadership, and advocacy through relationship building, so as to support student well-being and achievement

6. PARENT ENGAGEMENT: OPPORTUNITIES AND EXCHANGES

Activities for parent engagement should be broadly conceived to develop array of opportunities for families to participate meaningfully in their children's education. Whether through Friends of Harrow (FoH) involvement or not, each school should plan and organise a series of regular events and initiatives which seek to engage the parents of the school.

These opportunities should be offered with knowledge that families will differ in their choices; these differences must be understood to reflect individual needs and preferences that cover the diversity of the school.

Potential avenues for family participation may include but are not limited to:

- Regular formal parental surveys by school and the Group, the findings of which are acted on
- Participation at school as volunteers and committee members
- Parent participation in leisure reading with children
- Coffee morning/afternoon tea 'meet and greet' and 'Q&A' sessions with key staff
- Regular workshops and information parental information/education sessions
- Key contact e-mails (or other appropriate media), easily available to all parents
- Regular Parent-Teacher Evenings (with SLT members in attendance)
- An annual 'Harrow Fair'
- Participation in adult educational opportunities offered by the school
- Participation in the online educational parent offering provided by the group.
- Parental invitations to performances, fixtures and other events
- Parental sporting and other competitive or collaborative events
- Community events (farmers market, fetes etc.)
- A Community Ball (triennially perhaps)
- Annual, end of year 'Speech Day', in the established Harrow Asia tradition

7. CONDUCTION OF ANNUAL PARENT ENGAGEMENT SURVEY



The annual parent engagement survey is a vital component of the school's commitment to fostering a collaborative and inclusive educational environment. Group Marketing will lead the process and design of the questionnaire for this survey, and will consult with School Heads. The purpose of this survey is to:

- Gather valuable feedback and insights from parents regarding their experiences, concerns, and expectations with the school.
- Identify areas for improvement in the school's programmes, services, and communication strategies.
- Strengthen the partnership between the school and the parent community, ensuring that the needs and perspectives of families are reflected in the school's decision-making processes.
- Measure the effectiveness of current parent engagement initiatives and inform the development of new strategies to enhance parental involvement and satisfaction.
- Incorporate the perspectives and insights of school heads to ensure the survey design and implementation are tailored to the specific needs of each school community, while maintaining consistency of the tracked areas among the AISL Harrow family of schools.

By conducting this Group-led survey on an annual basis – to be scheduled around May/June, the school demonstrates its dedication to continuous improvement and its responsiveness to the evolving needs of the school community.