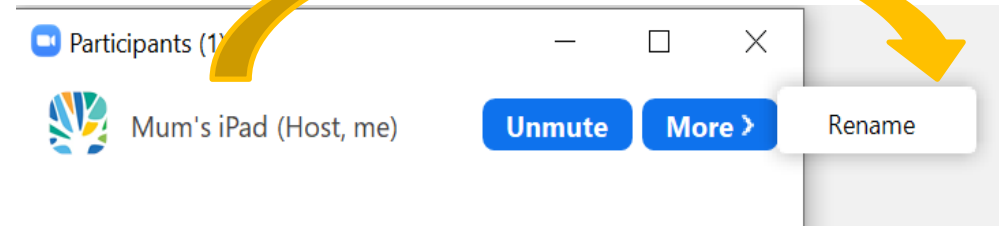


Ground rules

- Please type your name, school/nursery/organisation and local authority in the Chat so we know who is here
- You can type a question or comment in the Chat at any time
- Please keep your audio off
- Please keep your video off
- Change your Zoom name to match sign up



Celebrating Partnership Schools Scotland



Project supported by
Skills Development Scotland

Partnership Schools Scotland
School, Family and Community Partnerships



Back in 2015.....

The Connect team had a bold idea – to introduce a well-established School, Family and Community Partnership model to Scottish schools

This evidence-based model – developed by Dr Joyce Epstein of Johns Hopkins University – provides a strong framework for schools to support parental engagement and, most critically, deliver key benefits in learning and education for children and young people

What happened next....

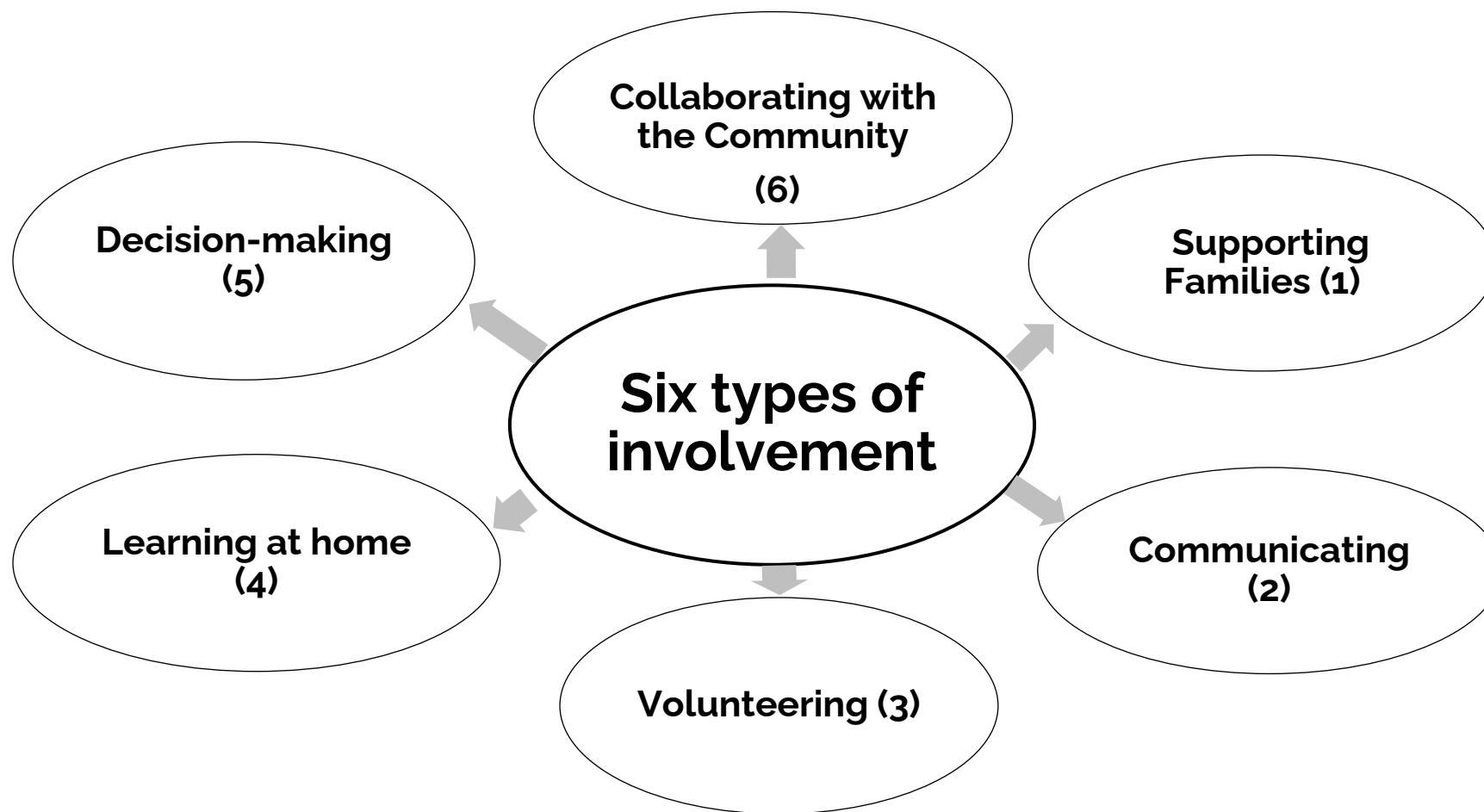
Recognising the critical role of parents in supporting young people as they make key decisions about skills, training and education, Skills Development Scotland offered to support the Partnership Schools Scotland work

- The Connect team worked with our member local authorities to identify school teams keen to strengthen their parental engagement, and set about adapting the Partnership School materials and methodologies for the Scottish system
- We asked a wide range of organisations working in Scottish education to join a Reference Group to help advise on the work and help us share the findings

What is Partnership Schools?

- Model for building school, family and community partnerships
- Shown to impact on achievement and attainment of children and young people
- Funding support from Skills Development Scotland for 5-year pilot in Scotland
- Connect staff trained and supported combined teams to introduce and implement model

How families can be involved

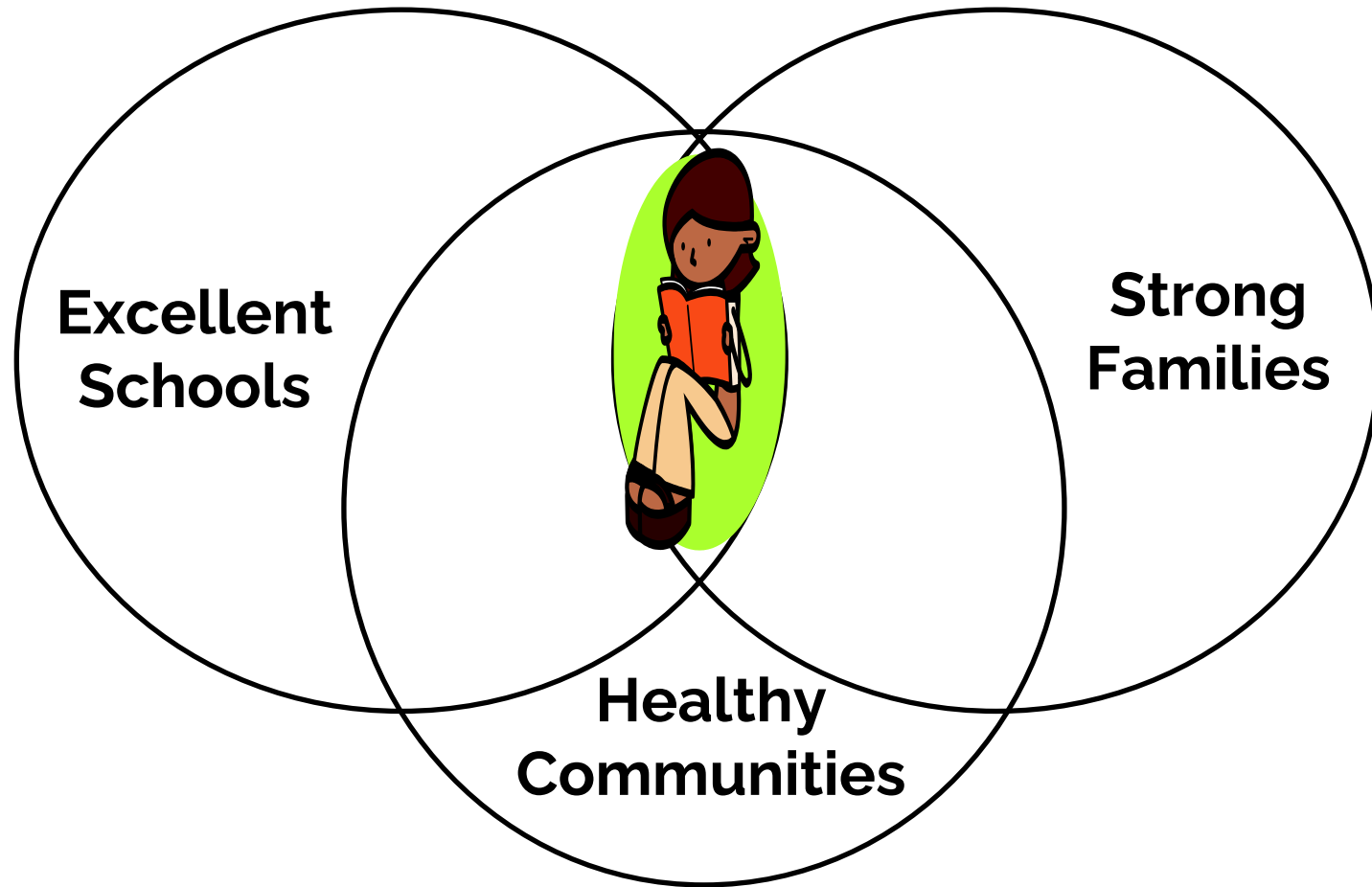


Key principles

Frequent, common and consistent messages from school, home and community about the importance of

- Learning and engagement with school
- working hard
- thinking creatively
- helping one another
- life-long learning

Overlapping spheres of influence



What happened?

- More than 50 schools and nurseries in eight local authorities engaged with PSS over the course of the 5-year pilot – some absolutely wonderful parents, staff and community partners who achieved amazing things
- The learning and relationships built changed lives for the better and had a positive impact on children's and families' engagement with learning

Impacts experienced by involved schools

- Children benefited from enhanced richness of the learning environment where partnerships were created
- Attendance levels and engagement of children and young people increased
- The relationships of trust and respect between school staff and families turned around sometimes difficult situations and changed expectations
- The agency of children and young people came to the fore

What did we learn?

- We learned a lot about how school and nursery communities work and the unique nature of each one
- Although as parents we have experienced school as individuals and with our children's journeys, we grew to understand the roller coaster ride that is the school year (in normal years!)
- Many, many settings have high levels of engagement with their families and local community

What did we learn?

At a deeper level we also learned

- The sectoral difference is significant: varying perspectives of young people, staff, parent forum, parent council between early years, primary and secondary
- The key role of leadership
- Family learning emerged as a significant bridge to family engagement
- SIMD is not an accurate predictor of engagement

Where were the challenges?

The PSS pilot was designed to test a new model of working and to learn from the experience. Here's just some of what we learned:

- There were significant challenges around leadership – changing personnel and frequent 'revolving doors' made continuity impossible
- There is no universal understanding of the significance of family and community engagement and its impact on outcomes for children and young people
- As a result, evaluation of the impact of family engagement is rare

Next steps

- PSS has had a significant influence on Connect and all the work we do
- The pilot phase has ended; we continue to look for opportunities to support school communities to use whole school community approaches to make a difference
- PPS informs our self-directed professional learning, now delivered through the online Connect Family Engagement Academy

Connect would like to thank

- All those individuals and establishments we worked with during the Pilot
- The many organisations which supported the work through the Reference Group and otherwise
- Skills Development Scotland for funding support, particularly Ken Edwards and his colleagues for their commitment
- The research team at University of Stirling for their flexibility and persistence during the research phase
- Our colleague Eleanor Coner who was the public face of PSS but is unable to take part in this event

Learning opportunities

- Parents, parent groups and school communities have access to our Building School and Community Partnerships Information Session and resources
- Educators have access to the [Connect Family Engagement Academy](#). Register to access the Stirling University Research Report

PSS resources can be found at <http://bit.ly/ConnectPSScelebration>

Lots of helpful resources for Members at www.connect.scot including our termly magazine [Backchat](#)

Find out about upcoming [Online Information Sessions](#) for Members

Subscribe to our Member [eNewsletter](#) to stay in touch

Share your views through [Parents' Voice](#)

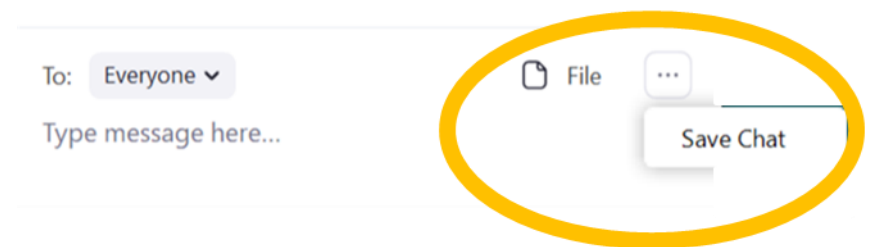
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You can save the Chat if
using a PC or Laptop



Introducing the research team

We are delighted to welcome the research team from the University of Stirling, led by Andrea Priestley, who have been working with us over the last few years, to present their research findings.