



PARENTS
INTERNATIONAL

Active citizenship
Parental engagement
Child participation

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Open
Schools for
Open
Societies



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PARENTS
INTERNATIONAL

Council of
Europe
Framework

DIGITAL CITIZENSHIP

10 DIGITAL CITIZENSHIP DOMAINS

Policies	Actors	Strategies	Infrastructures & Resources	Evaluation
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COMPETENCES FOR DEMOCRATIC CULTURE
Values, Attitudes, Skills, Knowledge & critical understanding

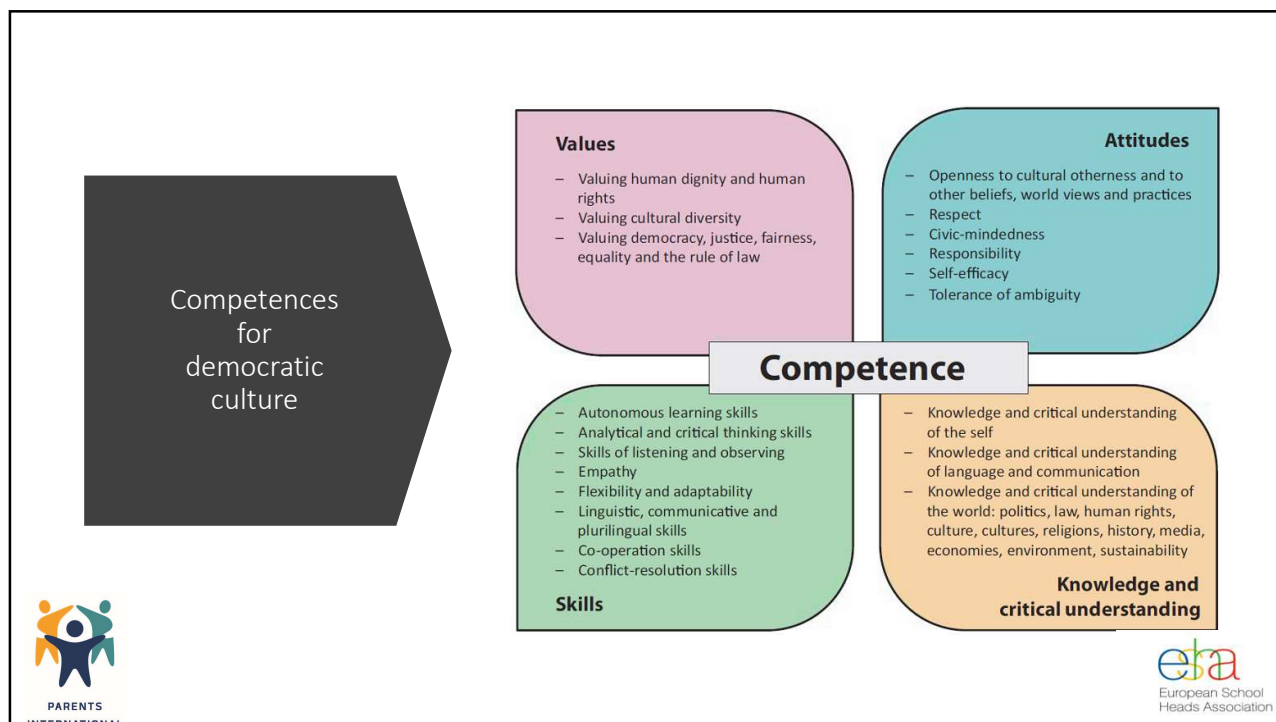


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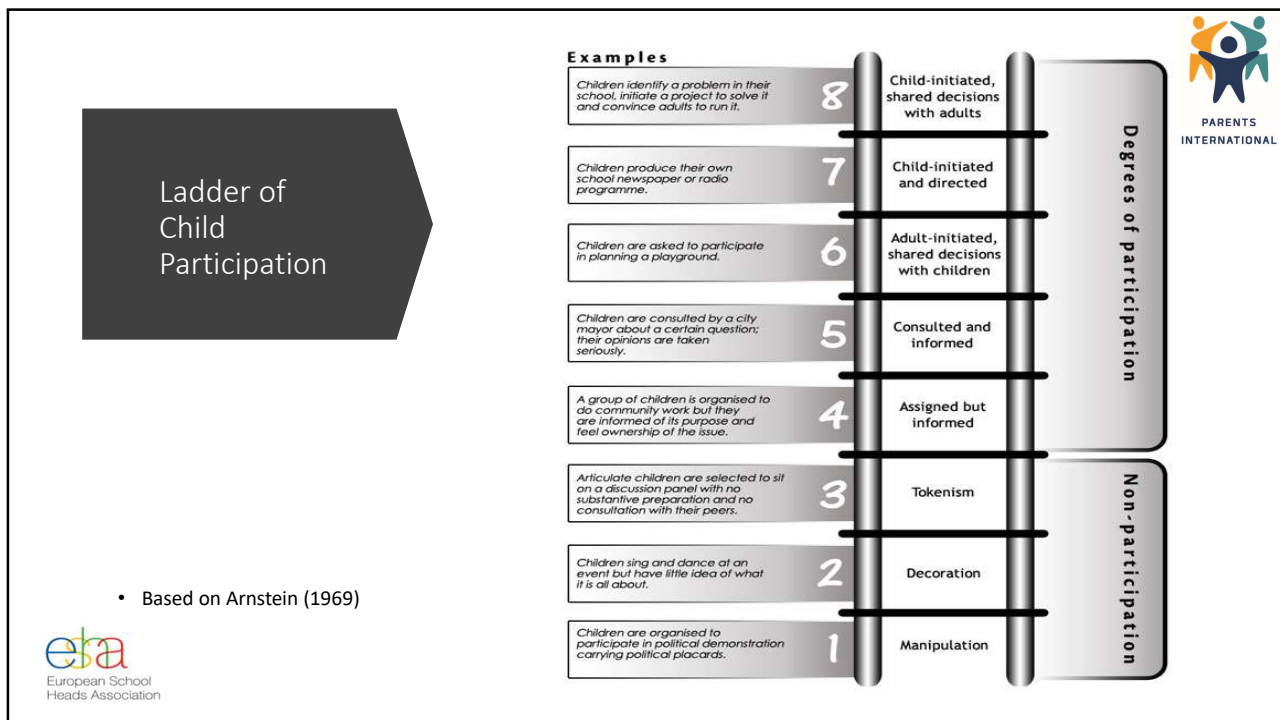
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1. All parents should be allowed to attend school activities by flexible working arrangements or flexibility on the schools' side
 2. A child has bullied a schoolmate for being Muslim and wearing a headscarf. It is within his/her freedom of speech, you don't have to do anything
 3. To decide to choose home-schooling is a basic right of parents
 4. Teachers have the right to read letters and notes intercepted during a lesson
 5. It should be a parents' decision to make an informed choice and refuse a vaccine
 6. Your student had her 18th birthday yesterday. Tomorrow you have a parent-teacher meeting. It will be the student who can attend it.
 7. You have a duty to support parents in their role as educators.
- Logos: European School Heads Association, PARENTS INTERNATIONAL

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8. School heads should decide on what is best for a student at the school.
 9. It is up to the parents to decide if they want to cooperate with the school they chose for their children
 10. A student of yours is especially talented in mathematics. The only school providing special education for such talent is a private school with a tuition fee. The child can be denied schooling there if you cannot afford to pay for it.
 11. You teach at a church school. A student decides to skip religious education and to not go to mass. It is a basic parent right to order him/her not to do so.
 12. If a student or parent has a criminal record they should not be involved in decision-making at the school.
 13. Primary school students are not mature enough to be involved in school decision-making.
- + 1 Migrant students have the right to mother tongue education at school.



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Citizenship education

- Can be part of the classroom curriculum –learning about
- OR
- Can be part of school culture – learning by doing (classroom learning comes later to make learning more conscious)
- Let's find solutions together



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Learning by doing

•Democracy is primarily about ~~FREEDOM~~

TRUST and RESPONSIBILITY

- Active citizen
- Active by-stander
- Counsel/trainer – teacher (and/or parents)
- School leader – shared leadership models



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Involvement vs. engagement



- | | |
|--|---|
| <ul style="list-style-type: none"> •Who • Parents •Responsibility • School with teaching in centre •How • School initiative, formal meetings •Communication • One-way school to home | <ul style="list-style-type: none"> • Parents and children + family and community • School, parents, learner with learning in centre • Flexibility of form and timing • Two-way, use of technology |
|--|---|

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Role of parents in 21st century education



- **Nothing about us or our children without us**
- Parents are responsible for the education of their children – UNCRC
- Parents are the most impacting educators regardless their SES status – research says
- Holistic / Whole school approach to create ownership leading to lower ESL
- Participation at school is a form of active citizenship (education)
- **Some parents need more support or different approaches**
- **Goes alongside child participation**
- **Non-formal education builds less on partnership than formal** (no legislative obligation)



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Parental engagement reimagined

- 1. School staff and parents participate in supporting the learning of the child
- 2. School staff and parents value the knowledge that each brings to the partnership.
- 3. School staff and parents engage in dialogue around and with the learning of the child
- 4. School staff and parents act in partnership to support the learning of the child and each other
- 5. School staff and parents respect the legitimate authority of each other's roles and contributions to supporting learning

Goodall-Salamon, 2017.



Successful Educational Action Plan (SEA)

1. Detect and identify needs – successful school head/parent initiatives
2. Set specific objectives
3. Identify the involvement type
4. Decide on the action – plan SMART
 - Resources
 - Target and participants
 - Dissemination
 - Timeframe
 - Expected results
5. Evaluate





Scenario 1

A new set of government regulations restrict the offer of officially recognised schoolbooks, but teachers are given total freedom of school material they want to use, including books that are not officially recognised, and thus cost much more than recognised ones. The majority of books your school's teachers used in previous years are off the list. The teachers come together and decide that they want to keep using the books they have good teaching experiences with. They commit themselves to ask parents to buy less books than in previous years, but the full package chosen will still cost parents twice as much as it would have cost the year before and triple the price of a pack of subsidised books would.

You have an enrolment issue, so you are afraid the demand to pay more for books will trigger an exodus from the school.

How would you approach parents to persuade them to keep their children in the school and to pay for the more expensive books? Think about involving elected parents' representatives and teaching staff, try to involve parents with good prior experience, and make sure all parents are reached and understand the situation. How would you approach the students themselves?



Scenario 2

The food on offer in the school cafeteria, while meeting the requirements of government regulations it does not meet the taste of children. Most children bring in sandwich and chips instead of eating at the school canteen. Some parents buy microwave ovens for the classrooms and the children heat up home-made food in them, eating by their desk or in the corridors. There is a strong demand to provide a longer lunch break so that children can go to a nearby restaurant outside of school for their meals. The age group is 6-10 year olds. Some members of the teaching staff don't feel comfortable with letting the children out of school during the school day regardless the wish of parents. While you understand that you must let the children out of the building anytime, you decide to try and find a solution that satisfies most families and also satisfies those teachers who have safety concern, so that you keep as many children in the school building as possible.

Think about involving parents and the children themselves in finding the best solutions, possibly a range of different offers for parents, think of catering for different tastes and eating habits, probably coming from cultural differences, and at the same time make your staff understand that a satisfactory solution is necessary, since you are not allowed to forbid children from leaving the building at any time or bringing their own food.



Scenario 3

You are facing an inflow of migrant children with limited knowledge of Dutch or English. The children are reaching the age when they have to make decisions on specialisation, their basic skills have been assessed before entering your school, and you know that apart from the language issue, their skills levels meet requirements for their age in the Netherlands. While your school offer extra language classes for them (and their language levels increase very quickly), you are also trying to set up a scheme supporting them in their further education. and you must ensure they make the decision together with their parents the majority of whom have no knowledge of Dutch or English.

Traditional methods haven't worked, regular parent-teacher meetings are not visited by these parents as they are offered only in Dutch and sometimes in English, but you are not sure if the barrier is only linguistic or also cultural.

Develop a scheme that ensures all parents are involved in making the right choice for their children. Think about possible language barrier breakers, thinking about potential help from the language community of the parents, other parents in your school and the children themselves. Assuming there are cultural differences, also think about changing your traditional methods for school-home communication, using previously not established communication channels and possible leaving your comfort zone. Think of the fact that these parents are using digital tools.

If I had one wish for all of our institutions, and the institution called school in particular, it is that we dedicate ourselves to allowing them to be what they would naturally become, which is human communities, not machines. Living beings who continually ask the questions: why am I here? What is going on in my world? How might I and we best contribute?

————— *Senge (2000, p.58)*