

Parent involvement @ RBL BNO

it's in our DNA

most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to

- create a home environment that encourages learning;
- communicate high, yet reasonable, expectations for their children's achievement and future careers; and
- become involved in their children's education at school and in the community

All on board



Parent involvement why?

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- When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level;
- The more extensive the parent involvement, the higher the student achievement;
- When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently;
- When parents are involved, students exhibit more positive attitudes and behavior;
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in postsecondary education. Different types of parent/family involvement produce different gains. To have long-lasting gains for students, parent involvement activities must be well planned, inclusive, and comprehensive;
- Educators hold higher expectations of students whose parents collaborate with the teacher. They also hold higher opinions of those parents;
- In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains;
- Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution;
- Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases;
- Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening in their child's school;
- The benefits of involving parents are not confined to the early years—there are significant gains at all ages and grade levels;
- Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future;
- Students whose parents are not involved, on the other hand, are more likely to drop out of school; and
- The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to
 - create a home environment that encourages learning;
 - communicate high, yet reasonable, expectations for their children's achievement and future careers; and
 - become involved in their children's education at school and in the community

We expect these actions

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- Recognize that all parents, regardless of income, education level, or cultural background are involved in their children's education and want their children to do well in school;
- Link family and community engagement efforts to student learning;
- Create initiatives that will support families to guide their children's learning, from preschool through high school;
- Develop the capacity of school staff to work with families;
- Focus efforts to engage families on developing trusting and respectful relationships; and
- Embrace a philosophy of partnership and be willing to share power with families. Make sure that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise (Mapp, 2004).

Family engagement in compulsory education

- The law expects parents to be involved. (obliged)
- legislature take account of family engagement, subdivision of 0-12 and van12-16, legal basis for responsibility, parenting
- When parents and family are not engaged in education results often in more absenteeism of the children.
- This absenteeism is an early warning signal for education and youth helpers

Early signal must result in action!

Compulsory education officer takes action

talks with parents, school and stresses that parents are responsible. If help is needed it can be arranged in a voluntary framework.

If voluntary youth help doesn't stop absenteeism then forced help will be imposed.

Parent involvement till transition

We expect parent involvement to continue until the transition to the labor market

99% shall fortunately reach qualification

1% isn't and then again family engagement is a subject (positive and negative)

Positive and negative

Experience is that parent involvement and family engagement is often limited with this 1%

Try to find new sources and networks for the youngsters