

# A CHARTER FOR SCHOOLS, PARENTS, CARERS AND FAMILIES

*Working in partnership to support every child to engage, grow and achieve*



## PARTNERING

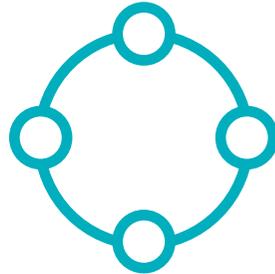
**When families and schools are partners in learning, children's social and academic outcomes improve significantly**

Families are valued as partners. Family engagement in children's education is prioritised and school policies reflect the views of families.

Schools are culturally welcoming and inviting to families, children and community members.

Families, schools and local communities actively co-create partnering opportunities.

All children, particularly vulnerable children and children with additional needs, benefit from a strong partnership between home and school.



## SHARING AND SUPPORTING

**Reciprocal support for children's learning at home is evident when learning is not limited to the classroom**

Families and children are interested in learning, and families know how they can help and encourage learning.

Aboriginal children, families and Elders have opportunities to develop their skills in a respectful culturally safe environment, supported by the school.



## COMMUNICATING

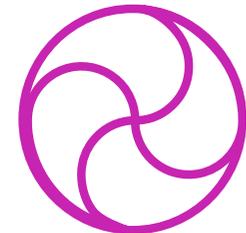
**Communication between home and school is effective, regular and two-way**

Regular two-way communication builds and maintains trust.

Families know how to help their children with their school work and who to contact if they need help or support.

Families get a timely response to their concerns.

Schools provide clear information, guidance and regular opportunities for dialogue so that families and teachers can work together to support the children.



## RESPECTING

**Everyone understands and respects each other's role in a child's life and encourages achievement**

Everyone uses respectful and non-aggressive language and models good behavior because children copy what they see and hear.

The school is a safe, respectful and inclusive environment for everyone. Families are recognised as knowledgeable about their children's learning and teachers are acknowledged for their professional expertise.

Everyone encourages children to attend school every day.

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## PARTNERING

### SCHOOLS

- Actively seek opportunities to build and maintain partnerships with all families, who are key partners in learning.
- Ensure that the school's vision and values reflect family and community priorities and aspirations for children.
- Listen to what families think, dream and worry about.
- Develop ways to listen and respond to the voices of children.

### FAMILIES

- Take time to understand the school's vision, values and programs.
- Participate in activities inside and outside the classroom—offer to help.
- Encourage children to read to you; share a story. Continue to have conversations about activities, books, homework and assignments as your children move through school.

### Related legislation, standards and guides

The Department of Education's advocacy of the importance of developing and maintaining partnerships between schools, parents, carers and families is underpinned by the department's commitment to delivering quality education to all children and creating a culture of learning in environments that are safe and supportive. It is also based on a commitment to ensure staff safety. These standards include: the Education Act NT 2015, Work Health and Safety (National Uniform Legislation) Act 2011, Public Sector Employment and Management Act 1993; Employment Instruction Number 12 – Code of Conduct – 29 June 2020; the Early Childhood Australia Code of Conduct and the Australian Professional Standards for Teachers, particularly standards 3 and 7.



## SHARING AND SUPPORTING

### SCHOOLS

- Talk to families about how they can support their children's learning and discuss ways to help them do this.
- Hold regular sessions for families to share information about the curriculum and talk to them about how they can support learning at home.
- Be mindful that not all families had a positive experience of school.

### FAMILIES

- Create an environment where your children can concentrate on learning; and set clear routines.
- Demonstrate a positive attitude to school by showing an interest in what your children are learning.
- Ask schools for guidance on how best to support your child's learning at home.



## COMMUNICATING

### SCHOOLS

- Tailor communication to encourage a positive dialogue about learning and invest time in personalised communication with all families.
- Use different ways to communicate with families so that all families feel involved, particularly families from non-English speaking backgrounds.
- Develop simple ways for families to provide feedback to teachers and school staff.
- Make sure school policies are free from jargon and that families know where to access them.

### FAMILIES

- Make all your communication – face-to-face, email, social media—respectful and positive.
- Make time to have good conversations with your children's teachers about their progress, family beliefs, expectations and feelings.
- Send the school positive messages when something is going well, and speak to the school if you have any concerns.
- Familiarise yourself with school policies so you know what to expect, and who to contact. Teachers are busy in class so be mindful of their time constraints.



## RESPECTING

### SCHOOLS

- Ensure the school is welcoming and inclusive for all families, including families from different cultural and educational backgrounds, and working families.
- Listen carefully to complaints from families and manage them promptly, honestly and cooperatively—in a friendly manner.
- Wherever possible involve families in important school decisions and develop clear roles and responsibilities for that involvement.
- Consider opening up the school for community events to help families and community members feel comfortable on school grounds.

### FAMILIES

- Be welcoming and encouraging to other families—especially those who are reluctant to engage.
- Convey any complaints respectfully, clearly, politely and honestly. Be realistic about the actions you would like to see. Aggressive or intimidating language and behaviour is not acceptable.
- Actively encourage your children to go to school every day. Let the school know if your children are going to be absent.