

Preparing for family-school partnerships

The following questions can help to help identify and encourage successful partnerships between families and schools. This is a useful checklist for capturing initial impressions when planning for partnerships.

	Are families involved in deciding what issues can be worked on in partnership?
	Do families identify issues that are most important to them? Are all families involved in this process in ways that are accessible?
	Do families know about the best way to raise issues that are of concern to them?
	Do all families have the opportunity to contribute?
	Is information available in the languages used by families of children at this school or living in this area?
	Do families know they can get access to supports such as translators to help them get involved?
	What arrangements are there to include families who live a distance away?
	Do families know they can contribute in many different ways – such as letters, phone, leaving comments and suggestions at the school, as well as through meetings?
	How are families who are less confident or less experienced encouraged to take part?
	How will families know if their ideas and views have led to changes?

Note: The term 'parents' is used interchangeably throughout this document with 'families' to refer to adults who have responsibility for child/children.

(Source: Adapted from the Scottish Executive Education Department, 2006, *Parents as Partners in their Children's Learning Toolkit*, Edinburgh)

