

It takes a village to raise a child.....



# FAMILY PARTNERSHIP FRAMEWORK

# The Family Partnership Framework

**The Family Partnership Framework aims to build and strengthen strong Home /School Partnerships and is shaped by the Bethany School Vision.**



**‘Creating authentic relationships for successful living within a Catholic tradition’**

# Family Partnership Understandings

*These understandings are shaped by the vision of*

*“Creating authentic relationships for successful living within a Catholic tradition”.*

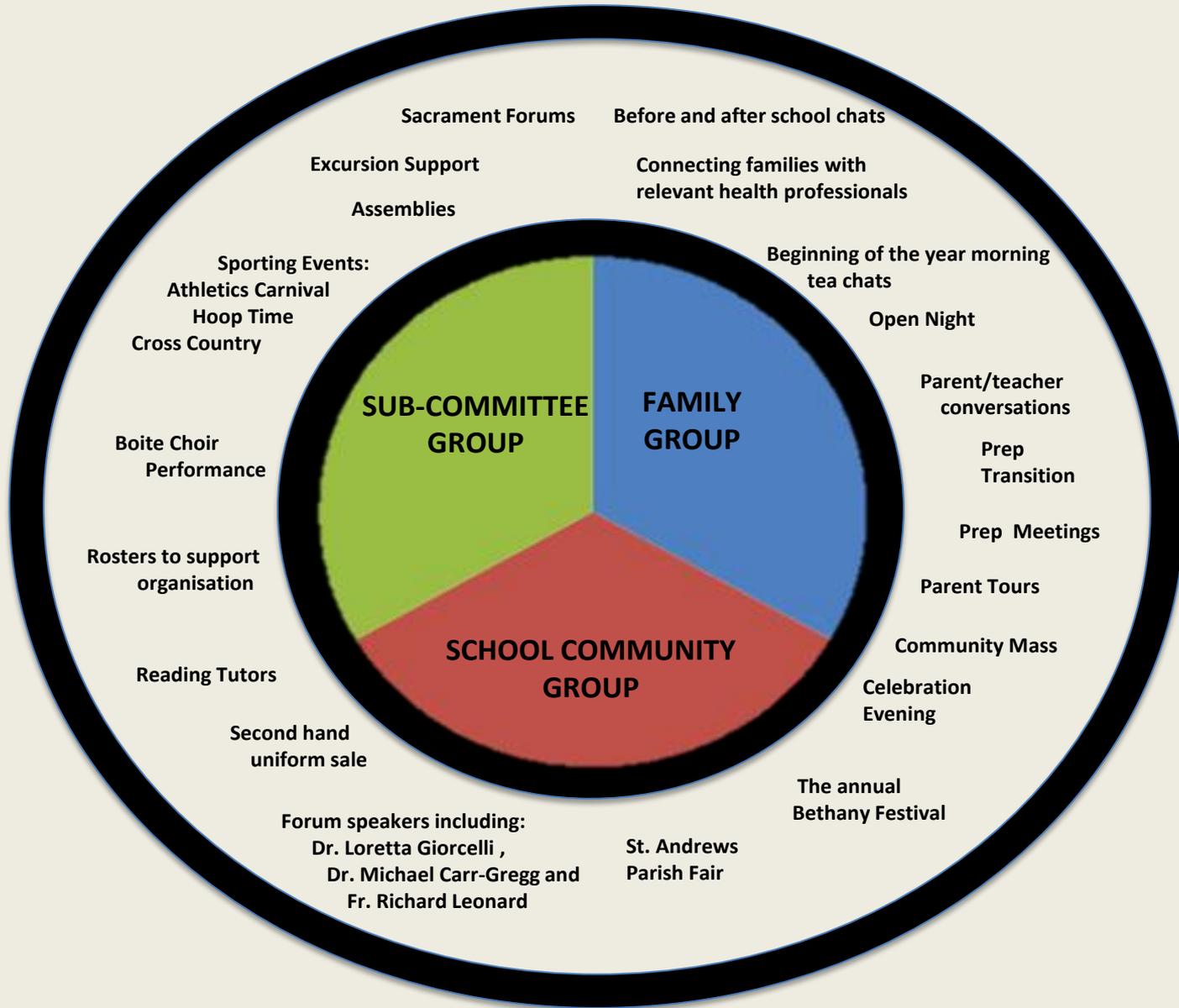
**At Bethany, the Home/School partnership is based on mutual respect, responsibility and trust.**

**Knowing this, we understand that:**

- Families are the first educators of their children
- Together we can create a strong community within and beyond the school so that our children can grow up in safety.
- At Bethany, everyone is welcome
- Our inclusive culture allows us to build strong partnerships and an empowered community
- Authentic relationships build strong communities.

# The Family Partnership Framework

## The Informal and Formal Networks of Parent Engagement



# Family Partnership Support Structures

At Bethany, there are three groups that support Family Engagement:

- **Sub-Committee Group**
- **Family Group**
- **School Community Group**

We believe that these groups require collaborative action teams of teachers, parents and school leaders to plan, organise, implement and evaluate the partnerships.

# Family Partnership in Action 2019

Sub- Committee Group	Family Group	School Community Group
<p><b>Hospitality:</b> <b>Be Welcoming</b> To provide a spirit of welcome to everyone.</p> <p><b>Fundraising:</b> <b>Be Resourceful and Generous</b> To raise funds for school resources while encouraging friendship, teamwork and trust.</p> <p><b>Service:</b> <b>To be of Service:</b> To use our gifts in service to the school.</p>	<p>The Family Group continues to explore the following:</p> <p>What can the men at Bethany do for one another?</p> <p>What can the men at Bethany do to influence family outreach?</p>	<p><b>The School Community Group provides dialogue and information about:</b></p> <ul style="list-style-type: none"><li>• Learning and teaching,</li><li>• Transitions</li><li>• School culture</li><li>• Parents and teachers as co-educators</li><li>• Ongoing school initiatives forward planning</li></ul>

# Timetable for Action 2019

TERM ONE Sub- Committee Group	Family Group	School Community Group
<ul style="list-style-type: none"> <li>• Week 2 - Wednesday, 13th February 6.45 p.m</li> <li>• Week 6 - Wednesday, 13th March 1.30 p.m</li> </ul>		<ul style="list-style-type: none"> <li>• Week 7 - Thursday, 14<sup>th</sup> March 6.45 p.m <b>Family Partnerships Framework</b></li> </ul>
TERM TWO		
<ul style="list-style-type: none"> <li>• Week 2 - Wednesday, 1st May 6.45 p.m</li> <li>• Week 6 - Wednesday, 29th May 1.30 p.m</li> </ul>		<ul style="list-style-type: none"> <li>• Week 3 - Thursday, 9th May 6.45 p.m.</li> </ul>
TERM THREE		
<ul style="list-style-type: none"> <li>• Week 2 - Wednesday, 24th July 6.45 p.m</li> <li>• Week 6 - Wednesday, 21st August 1.30 p.m</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 - Tuesday, 6th August 6.45pm <b>Preparing for Father's Day</b> <b>e.g. Walk-a-thon, guest speaker</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 - Thursday, 1st August 6.45 p.m.</li> </ul>
TERM FOUR		
<ul style="list-style-type: none"> <li>• Week 2 - Wednesday, 16th October 1.30 p.m</li> <li>• Week 6 - Wednesday, 13th November 6.45 p.m <b>Celebration Night</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 6 - Wednesday, 13th November 6.45 p.m <b>Celebration Night</b></li> </ul>	<ul style="list-style-type: none"> <li>• Week 6 - Wednesday, 13th November 6.45 p.m <b>Celebration Night</b></li> </ul>

# Glossary

## **Families:**

The term 'families' is used to describe any of the wide variety of home arrangements that people establish to care for and rear children.

"There is abundant evidence that Australian families are undergoing rapid change. The diversity of families is evident in the growth of non-traditional family structures. Family structure can be defined in terms of parents' relationships to children in the household (for example, biological or non-biological), parents' marital status and relationships history (for example, divorced, separated, remarried), the number of parents in the family, and parents' sexual orientation." (Wise, 2003)

## **Parents:**

The term 'parents' includes all types of parental figures including carers.

## **Partnership:**

The central characteristics of effective family-school partnerships include:

- Sharing of power, responsibility and ownership, though with each party having different roles;
- A degree of mutuality, that begins with the process of listening to each other and that incorporates responsive dialogue and 'give and take' on both sides;
- Shared aims and goals based on a common understanding of the educational needs of children; and
- Commitment to joint action, in which parents, students and teachers work together. (Bastiani, 1993)

Partnerships are a collaborative relationship designed primarily to produce positive educational and social effects on the child while being mutually beneficial to all other parties involved. (Lueder, 1998)

## **School Community:**

The school community is generally considered to include students, families, school staff, other professionals, other support staff and volunteers. The school community may also include members of other organisations in the wider community who support the operation of the school.