COLLABORATION WITH THE COMMUNITY

Does your school co-ordinate resources and services for families and pupils with the wider community, including third sector organisations? This exemplar will highlight partnership approaches to parental, family and community engagement.

This will be most relevant for practitioners delivering family learning and parental engagement outcomes such as those working in schools, CLD, The Third Sector, early years etc.

Community Partnerships (City of Edinburgh)

Believe in children
Barnardo’s Scotland

The City of Edinburgh Children and Families Department has developed an effective partnership approach between their Additional Support for Learning (ASL) service, the Hospital and Outreach Teaching Service (HOTS) and Barnardo’s Edinburgh Community Support Services (BECSS). This partnership has allowed for successful collaborative work including reducing exclusions in schools.

Kennoway Primary School

Kennoway Primary School have adopted a multi-agency approach to engage with vulnerable families in their community. They work with a range of services including the Early Years and the Family and Community Support Teams, their Educational Psychologist, Barnardos, Gateway, Social Work colleagues, Health professionals, Community Education and more.
Us Together: Supporting Scotland’s Children and their Fathers

Us Together provides one-to-one support on a range of issues such as housing, parenting, benefits, education and training. They also organise free activities and outings for single fathers and their children, including men who only see their children for part of the time. Fathers get the chance to meet other men who are bringing up children on their own and the children have a great time.

Prestonfield Primary School’s Careers Fair

Prestonfield Primary School in Edinburgh had a Careers Fair led by their Parent Council and supported by pupils' parents. The idea for the Careers Fair came from feedback from the school's previous World of Work week where many parents/carers commented that they would feel more confident talking to smaller groups of children rather than a full class. Parents also wanted to showcase a wider range of jobs.
Generations Working Together aim to support and develop intergenerational practice throughout schools, youth and community groups in Scotland in order to reduce age stereotyping, improve community cohesion and encourage lifelong learning.

Using these reflective questions will support you to consider your own approach to engaging and supporting children and their families:

- How effectively do we use current available data about levels of poverty in our community to help us target our interventions?
- How effectively do you encourage parents to support their child’s learning in literacy? In what ways could this be developed further?
- How effectively do you encourage parents to support their child’s learning in numeracy? In what ways could this be developed further?
- To what extent do staff understand GIRFEC, the wellbeing indicators and how these can have a positive impact on children and families?
- How effectively do we monitor programmes?
- What evidence do we have that family learning is improving the life chances of the families involved?
- Are outcomes for children improving as a result of their participation in family learning? How do we know?

Documents:

**How Good is Our Third Sector (2015)**
https://education.gov.scot/improvement/Pages/frwk3hgiothirdsector.aspx

**How Good is Our Schools 4 (2015)**
https://education.gov.scot/improvement/Pages/frwk2hgios.aspx

**How good is the learning and development in our community? (2016)**
https://education.gov.scot/improvement/Pages/frwk4hgiocommunitylearning.aspx