

Family and  
Community  
Engagement:  
Centering,  
Respecting, and  
Co-creating

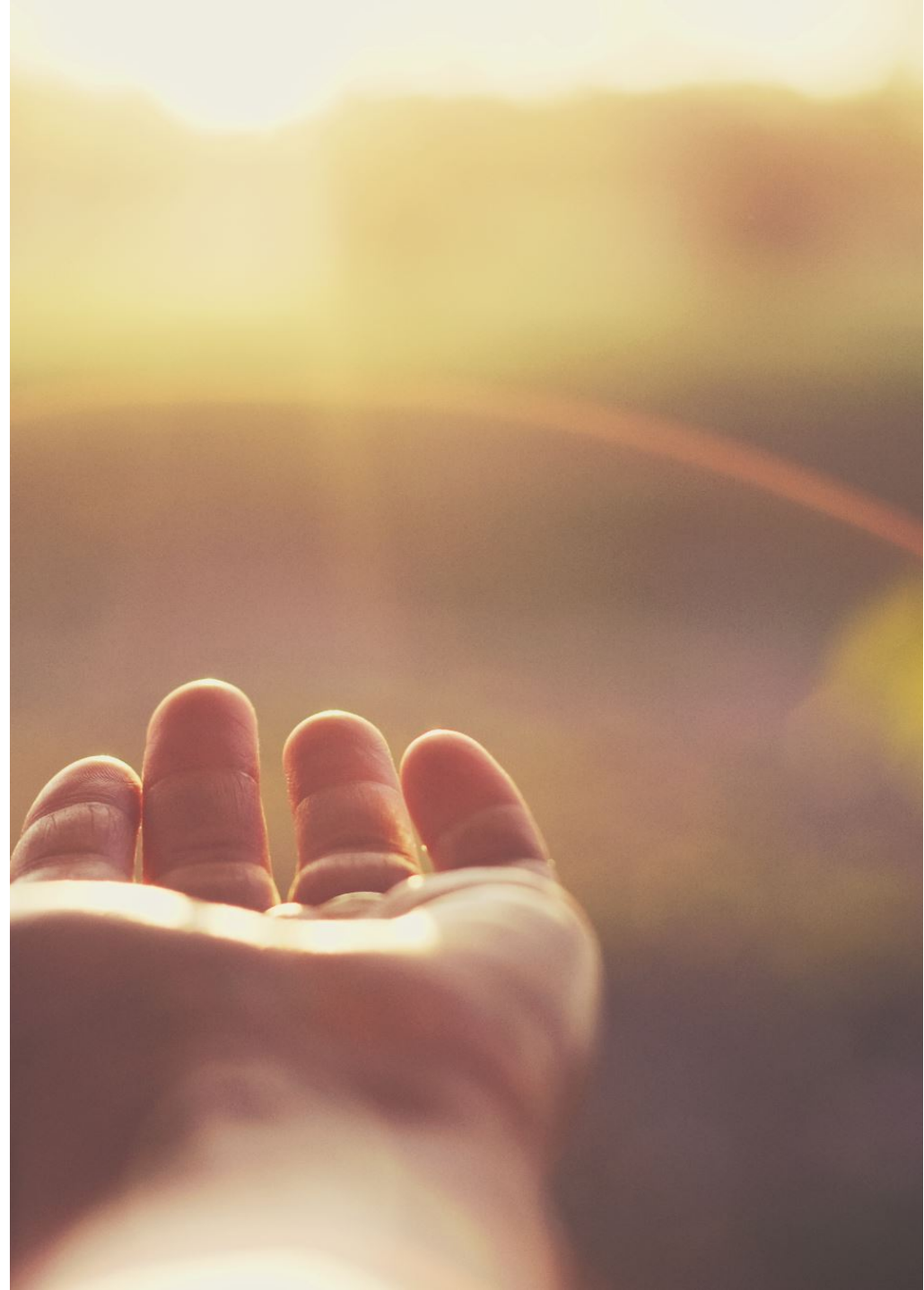
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# Land and Intention

*As we gather here today, we acknowledge that we are on Treaty Six Territory and the Homeland of the Metis. We pay our respect to the First Nations and Metis Ancestors of this place and reaffirm our relationship with each other. I wish us all good relations today.*







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## Outcomes from today's session

Develop strategies to encourage community engagement.

Build relationships among participants.

Be provided with some starting norms of community praxis that you can personalize and bring to your community.



# Guiding Inquiry

Where to begin with  
parent, family and  
community  
engagement?

Where are you at right  
now?







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Relationships within the school.

Relationships among parents and caregivers among the larger community.

More than financial– they are partners to support the physical, emotional, intellectual and spiritual wellbeing of the children; they promote healthy development and capacity to learn.



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# Keys and Doorways



Centering the needs, wants, assets, and expertise of school communities.

Respecting diverse ways of knowing, thinking, and working to drive mutual learning.

Co- creating and critically reflecting together to implement meaningful change.





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## A scene from my experience, a scene from your experience

- St. Mary's Wellness and Education Centre
- Turn and talk:



Do you think by  
engaging with  
families and  
community, learning  
will improve? If so,  
how?

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GROUP ONE RESPONSES







# Do you think by engaging with families and community learning will improve– if so, how?

- Lack or too much engagement; same team, common goals
- Invite parents in, sometimes with food
- Increase attendance and engagement
- Parents need to buy in, parents care and value learning
- Educational priority
- Where do we come from
- Perception of disengaged parents– or busy parents?
- Can look different in different families/communities




What are the factors  
outside of the school  
in the community that  
affect learning?

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GROUP TWO RESPONSES







# What are the factors outside of the school in the community that affect learning?

- Parents' negative experiences can affect
- Access to basic needs
- Extra-curricular activities
- Families have differing values towards education
- Socioeconomic status; support systems, teacher efficacy
- Community's perceptions of school
- Families' priorities, differing values/ needs



# What does the research say? The importance of deliberate acts...

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At the school level, too strong a focus on specific learning goals and targets can lead to distortion: ie: hitting the target and missing the point. Especially if the target is external.

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We shouldn't wait for others or experts to bring about change; we should be more of a playwright than a critic. Consider, "what does it mean to be a learner in this school?"

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## What does the research say? The importance of deliberate acts.....

Know how important you are: On a day-to-day basis, you have more agency than you know

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Community development begins with establishing networks of people with complementary skills and purposely creating space to think and act differently.



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# Norms of community praxis

- Seeding knowledge and innovation;
- Pause, reflect and talk: dialogue is a necessary part of improvement, not the distractor of improvement. Open conversations, initially unstructured, with people who are fully present, will often lead to the emergence of new ideas alongside productive action;
- Positive energy and useful scrutiny;
- The common thread is learning together: it will shape common practice, leaving us more effective in the service of our communities.







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# What I know to be true

SLOW DOWN, YOU MOVE TOO FAST.  
YOU HAVE TO MAKE THE MOMENTS  
LAST. (SIMON AND GARFUNKEL)

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CENTERING, RESPECTING, AND CO-  
CREATING