

Telling, Selling, Compelling Cheryl Doig

Curriculum design and review

Phase 1 parent involvement in design and review

- Parents rarely invited to participate
- Parent participation often prescriptive from school
- Real Family involvement / engagement (not just getting them through the door)
- Not just about parents but community
- Trust essential - both ways

Phase 2 developing processes and feedback

- Learn to talk to each other - teachers, students, community
- Listen to community
- Develop features which compel effective engagement

5 levels of engagement

1. **Informing** - do really well (passive - on demand active) - proactive disseminating onfo always use community 'speak'

School decides!

2. **Consulting** - selling
wanting feedback from community - not always listening

Idea : (Survey Monkey to collect data) (displayed in wordle)

What do you want us to keep doing?
start doing?
stop doing?

School decides!

3. **Involving**

Blank slate, talk and - staff, BOT, community

Community survey on web / wiki

Parent focus groups held in homes by parents to collect data

Decide together!

4. **Collaborating** - developing partnership
Driven together not school having complete say
'we'll discuss, we'll decide'

Idea : indiv staff members meet with small group of parents, students and discuss, came together to decide (Welcome Bay)

Ideas - www.designindustry.co.nz

Decide together!

5. **Empowering** - community

Letting go!

Trust!

Providing staff and community with skills, information, authority and resources

Community actively engaged in design

We'll discuss - you decide.