

Families Welcome: Promoting Parent Engagement in Learning Through Initial Teacher Education

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Families Welcome

Promoting Parent Engagement in Learning
Through Initial Teacher Education

Associate Professor David Geelan and Dr Michelle Ronksley-Pavia
March 2018

Table of Contents

Table of Contents	2
EXECUTIVE SUMMARY	4
RECOMMENDATIONS	6
INTRODUCTION	7
LITERATURE REVIEW	14
SURVEY RESULTS	26
CONCLUSION	42
REFERENCES	43

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EXECUTIVE SUMMARY

Engaging parents in their children's learning has the potential to improve students' attitudes and their academic achievements. Until now, however, we have lacked an overview of the ways in which beginning teachers are educated and up-skilled to invite and support parental engagement in Australia's 350 accredited teacher education programs.

To address this knowledge gap, the Federal Department of Education and Training commissioned the Australian Research Alliance for Children and Youth (ARACY) to undertake research, conducted in collaboration with the Australian Council of Deans of Education (ACDE).

The result is this report, which analyses the existing literature on parent engagement and researches the myriad ways in which Australian teacher education programs prepare graduates to foster parents' active engagement with their children's learning.

Just under half (21) of Australia's Faculties and Schools of Education have outlined how their programs prepare teacher education students to support parental engagement. They have discussed constraints and challenges, the research base and rationale for their approaches and their aspirations for future developments and improvements.

The 21 teacher education providers, which responded to a survey sent to all 43 ACDE member institutions, represent a broad spread across states, territories and sectors. The sample reflects the diversity of public and private initial teacher education institutions at over 80 locations in regional and urban Australia and online.

Parent Engagement and Teacher Education

Past Australian literature on parental engagement pointed to significant gaps in supporting pre-service teachers' development of the skills and dispositions needed to work well with their students' parents. This fragmentary situation in Australian ITE, reported as recently as 2014-2015, contrasts with the findings in this report's survey, conducted in late 2017 and early 2018.

Of the 21 responding institutions to the survey, 20 have relevant courses embedded in their initial teacher education programs and the remaining one has plans to do so. Approaches to developing knowledge of the importance of parental engagement, and more importantly to offering opportunities for students to develop and practice the skills required, vary across a very diverse sector.

The change in the prevalence of teaching about parental engagement in Australian initial teacher education is most likely a reflection of the accreditation or re-accreditation of all Australian initial teacher education programs during 2016 and 2017. All programs are required to meet the Australian Institute for Teaching and School Leadership's (AITSL's) new program accreditation requirements. These include assessing how courses prepare future teachers to meet *Australian Professional Standards for Teachers 3.7* and *7.3*, which address engagement with parents and carers, and *Standard 2.4*, which relates to engagement with Aboriginal and Torres Strait Islander families and communities.

We still need to work on disseminating effective approaches, to move from opportunities, which are often ad hoc to planned experiences for all pre-service teachers. This is likely to involve practices like simulations – online or using actors; planned experiences that invite parents onto university campuses to interact with pre-service teachers; or pre-service teachers travelling to engage with parents and communities in settings other than schools.

Sharing effective practices and approaches between ITE providers and developing new approaches has the potential to deepen opportunities for pre-service teachers to build authentic skills in inviting and facilitating parent engagement.

RECOMMENDATIONS

1. Fund Australian research to establish strong evidence of the effectiveness of parent engagement for enhancing students' academic achievement and positive attitudes to education.
2. Fund research to identify and share highly effective practices and approaches for embedding parental engagement in initial teacher education programs, drawing on the range of excellent work already under way in Australian universities and colleges.
3. Fund specific, focused research and the development and resourcing of programs to support the development of pre-service teachers' skills, attitudes and dispositions needed to work well with Aboriginal and Torres Strait Islander communities in both remote and urban settings.
4. Challenge stereotypes and assumptions in relation to the engagement of the parents, families and communities of Aboriginal and Torres Strait Islander students with their learning. Create opportunities, in a range of contexts, for teachers to genuinely meet, talk with, and get to know, parents and families.
5. Recognise the importance of language in serving Aboriginal and Torres Strait Islander communities. Ideally teachers, particularly those in early childhood and the early years of primary school, would speak the first language of their students and the students' families. Where this is not possible, support liaison with other workers who can translate.
6. Develop richer collaborations between universities, schools and communities to allow students to participate in authentic contact with parents and carers.
7. Encourage teacher education providers to integrate the development of knowledge, skills and dispositions in this area across multiple courses in both undergraduate and postgraduate teacher education programs, rather than to rely on a single course/unit.
8. Build in additional experience of engaging with parents and communities as part of courses to give **all** pre-service teachers opportunities to engage with parents and families.
9. Shift the focus from **parent involvement** (which typically decreases from early childhood through primary and secondary schooling) to **parent engagement** in student learning.
10. Build collaboration between bodies and networks including the following to enhance the preparation of pre-service teachers in relation to parent engagement:
 - Australian Research Alliance for Children and Youth (ARACY)
 - Australian Council of Deans of Education (ACDE)
 - The Network of Associate Deans of Learning and Teaching in Education (NADLATE)
 - The Australian College of Teaching and School Leadership (AITSL)
 - The Australian College of Educators (ACE)

INTRODUCTION

1.1 Context

In 2014, the Australian Research Alliance for Children and Youth (ARACY) was commissioned by the Federal Department of Education and Training (DET) to conduct a four-year project on parent engagement in school students' education.

The project related to one of four pillars of the *Students First* policy framework (Department of Education and Training, 2017):

To develop and promote a shared understanding of what parent engagement is and why it matters, to encourage a consistent and ongoing approach to the measurement of its impact, and to build and share evidence about 'what works'. (ARACY, 2018)

The report of the Teacher Education Ministerial Advisory Group (TEMAG 2014) also recommended attention to the ways in which teacher education programs prepare pre-service teachers for parent engagement:

Beginning teachers need to be able to effectively engage and communicate with students and their families, particularly in relation to learning progress. (TEMAG, 2014, p. 26)

In 2017, ARACY commissioned the Australian Council of Deans of Education (ACDE) to audit how initial teacher education courses in Australian universities and private colleges prepare future teachers to effectively invite, facilitate and support parent engagement in primary and secondary school student learning. The project was overseen by ACDE's Network of Associate Deans of Learning and Teaching in the Discipline of Education (NADLATE).

The resulting report is in two parts:

- **A literature review** exploring the challenges of facilitating parent engagement in Australia and current related patterns in teacher education.
- **A survey** of 43 Australian ITE providers' practice to contribute to a stronger understanding of what is currently being done and what remains to be learned and done.

1.2 Parent Engagement

There is strong, though mixed, evidence about the impact of parents and caregivers in the attitudes and achievements of school students (Emerson, Fear, Fox & Sanders, 2012; Hattie, 2009; See and Gorard, 2015). This evidence is discussed further as part of the discussion of the literature review (Section 2.2, pp. 15-16). Governments and teacher registration authorities around the world recognise the important role of parents and carers in supporting students' learning and have mandated the inclusion of preparation to work with parents in teacher education programs and professional standards for teachers. Mourshed, Chijioke, and Barber (2010) report on highly effective educational practices around the world and identify having teachers understand and implement family engagement for supporting learning as one such powerful practice.

Changing Involvement Over School Years

The type and intensity of parents' involvement in their children's schooling changes during a student's journey from early childhood to primary and then the early and late high school years (Barr & Saltmarsh, 2014). These changes are influenced by many factors that include:

- How much teachers need parents at school for activities like reading groups
- The high school hierarchy, which can leave some parents feeling 'easily shut out' (Barr and Saltmarsh, 2014 p. 497)
- Secondary school students' own developing needs for autonomy and self-definition.

This is one reason to embrace a change of focus from 'parental involvement' to 'parental engagement'.

Defining the Terms

Finding consistent evidence of parental impact is challenged by the range of terms used for similar values and activities. In Australia these are typically *parent involvement*, *parent participation* and *family-school partnerships* (Barr and Saltmarsh, 2014).

For consistency, we propose the following definitions based on ARACY, Fox and Olsen (2014):

Parent involvement: when parents come in to schools and participate in activities on school property.

Parent engagement: when parents work with students who are learning at home or in other locations. This includes two-way communication with teachers and the following elements:

- **Family-led learning** that focuses on high expectations for all children. This includes elements like shared reading, an affirmative homework environment, parent-child

conversations and ‘a cognitively stimulating home environment and support for social and emotional wellbeing’ (ARACY, Fox, & Olsen, 2014, p. 20).

- **Parent engagement that includes partnerships between families and schools**, which foster positive parent-teacher relationships, communication, and school community engagement. These provide parents with the support needed to foster their child’s education and wellbeing and are underpinned by parents and teachers sharing responsibility for a student’s learning with each playing unique, but important roles.
- **Recognising how parent engagement affects children’s attitudes** to their education, self-confidence, self-concept, and the development of cognitive and academic skills needed for learning and school engagement (ARACY, Fox, & Olsen, 2014; Gavidia-Payne, Denny, Davis, Francis & Jackson, 2015).

Goodall and Montgomery (2013) talk about a continuum from parent involvement to parent engagement, rather than making the two terms entirely distinct categories. They make the point that parent involvement is typically understood as involvement with the school, while parents’ engagement is with their child’s learning. These authors present evidence that it is this form of deep engagement with learning that is most effective for facilitating educational achievement.

Auerbach (2007) offers an alternative typology and suggests that there is a continuum of parent roles that reflect parents’ distinct social and cultural contexts and relationships with their child’s school. Auerbach proposes that marginalised parents’ voices be privileged, contributing to more inclusive discussions about diverse families, how they engage with their child’s schooling, and equitable practices for this engagement, to ‘broaden the value-laden, traditional, middle-class definition of what counts as parent involvement’ (p. 278).

1.3 Initial Teacher Education in Australia

The annual report of the Australian Institute for Teaching and School Leadership (AITSL) (2017) on initial teacher education (ITE) found 48 institutions in 85 locations offering ITE programs in Australia. Of these 48 institutions, 43 are members of the ACDE. In some institutions Bachelor or Master’s degrees are *programs*, while others call them *courses*.

Drop in Number of Programs

In 2017, AITSL reported 85,390 students enrolled in 373 individual degree programs. One year later there were 351 degree programs — a drop probably caused by Australian universities consolidating and rationalising programs in order to cut down on the number of accreditation processes required.

Changes in Degree Structures

Recently, the one-year Graduate Diploma of Education – a teaching pathway for those with undergraduate degrees in other disciplines like Arts and Sciences – was abolished.

Typically, national teacher education programs are now:

- **Four-year Bachelor degree** in Education or **five-year dual degree** in Education and another discipline, or
- **Three-year undergraduate degree** in a disciplinary field, like Arts or Science, followed by a **two-year Master** of Teaching. (Names for programs vary across institutions).

Trend Towards Postgraduate

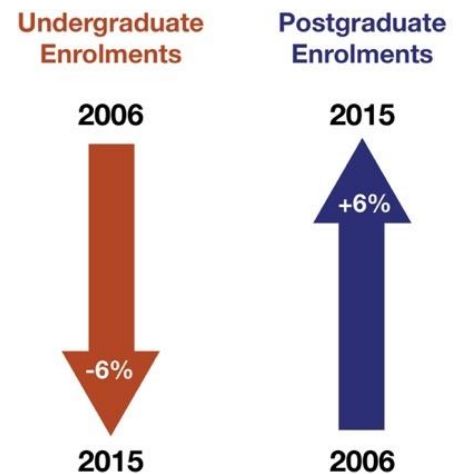
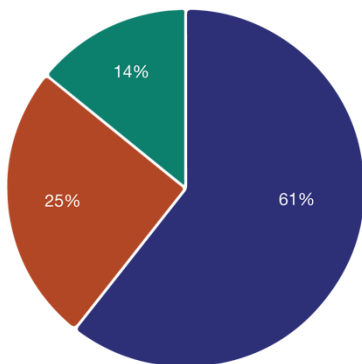
While more than two thirds (69%) of students in 2017 were undergraduates, the trend is toward postgraduate programs. Since 2006, student enrolments in postgraduate programs have gone up by 6%, while undergraduate program enrolments have dropped 6%.

Online Study Increasing

In 2015 only 60% of ITE students were studying on-campus. A further 25% were studying fully online and 14% in 'blended' programs including both on-campus attendance and some online learning activities.

2015 ITE Study Locations

■ ITE On Campus ■ Full Study Online ■ Blended Programs



Early Childhood, Primary or Secondary Teaching

Most programs prepare students to teach for early childhood, primary or secondary levels, although some prepare graduates to teach at more than one of these levels.

Sophistication Needed to Cater for Large and Diverse Education Sector

Initiatives to prepare teachers to effectively engage parents must be sophisticated enough to recognise, and cater for, the large and very diverse sector across Australia.

For example, the largest ITE provider, Australian Catholic University,¹ has seven campuses in four states and the ACT.

Some states and territories have a large number of institutions offering ITE, while the University of Tasmania and Charles Darwin University are the sole providers in their jurisdictions.

An increasing number of universities offer online study options.

Some universities are regional and serve diverse communities from their regions, while others are urban or suburban.

Many have large populations of international students studying ITE.

In addition to the universities, the sector includes private ITE providers, like Avondale College, Christian Heritage College and the Montessori World Education Institute.

1.4 Accreditation of Initial Teacher Education Degrees

Australian initial teacher education programs are accredited by state Teacher Registration Boards, under the overall guidance of the Australian Institute for Teaching and School Leadership (AITSL), which sits in the portfolio of the Federal Education Minister.

AITSL's list of all accredited programs in Australia is available here:

<https://www.aitsl.edu.au/deliver-ite-programs/apl>

To receive accreditation, ITE programs must meet AITSL's *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (AITSL, 2015). There are differences in the ways in which the Standards and Procedures are applied in different states and territories, caused by different approaches on the part of Teacher Registration Boards and by the diversity and differences between the policy settings and contexts in different jurisdictions. In some jurisdictions, such as Queensland, the relationships both between different teacher education providers and between the providers and the Teacher Registration Board are close and collegial. In other jurisdictions such as Tasmania and the Northern Territory there is only a single university providing initial teacher education.

¹ Please note: the fact that an institution is named in the body of this report has no relationship to whether that institution participated in the survey. All survey data are de-identified and no information is given about which institutions participated.

Standard One of this document requires providers to demonstrate how all graduates meet the *Graduate Level* of each of the *Australian Professional Standards for Teachers* (AITSL, 2014). All providers must convince a trained accreditation panel – drawn from universities, schools, education departments and other relevant bodies – that each of the 37 *Professional Standards* is explicitly addressed during the teacher education program. Students must have been *taught* about the relevant Standard, had the opportunity to *practice* meeting it and have been *assessed* in relation to it.

Earlier research reviewed showed significant gaps in the attention paid to parent engagement in ITE, but there have been significant changes recently in Australian teacher education. As part of ongoing [teacher education reforms](#), in 2016 and 2017, every Australian ITE program was required to be accredited or re-accredited to meet AITSL Standards and Procedures. This report's survey findings should be seen within the context of that accreditation regime.

1.5 Australian Professional Standards for Teachers Relating to Parent Engagement

While parental engagement cuts across a number of AITSL's *Australian Professional Standards for Teachers*, two specifically address it. These are:

Standard 3.7 Engage parents/carers in the educative process

- Describe a broad range of strategies for involving parents/carers in the educative process

Standard 7.3 Engage with the parents/carers

- Understand strategies for working effectively, sensitively and confidentially with parents/carers

Each of these standards requires teachers to build relationships and communication channels with parents and carers, to understand the communities their schools serve and to invite, welcome and support parents' and carers' active engagement in the learning of the teachers' students.

A focus of the Parent Engagement Project (ARACY, 2018) is engaging Aboriginal and Torres Strait Islander families in student learning, which is addressed in one further Professional Standard:

Standard 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians

- Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages

Evidence of the ways in which each Professional Standard is embedded in ITE programs is central to accreditation. This includes details of the ways in which pre-service teachers are assessed on their ability to successfully demonstrate that they meet the Standards.

LITERATURE REVIEW

This literature review mainly focuses on understanding the Australian context: what is known, what remains unknown or unclear, what is occurring, and the major currents of theory and approaches to address parent engagement in teacher education. First, though, the international literature was reviewed to place the Australian work in international context.

2.1 International Theoretical Context

Henderson, Mapp, Johnson and Davies' (2007) book, *Beyond the Bake Sale: The essential guide to family-school partnerships*, sought to re-frame the ways in which schools, teachers, parents and families think about collaborating to support student learning.

This work has influenced researchers like Pushor (2012), who offers a valuable discussion of how *parent engagement* has been defined, differentiated from other concepts like parent involvement or parent partnerships, and of how understanding of what is meant by parent engagement has evolved since Epstein (1995).

Pushor (2012) notes that *parent involvement* implies that student learning is owned by the school and the teacher. She uses the metaphor of 'school as protectorate' to suggest that parents are invited to be involved, but such involvement is strictly initiated by the school and is on the school's terms.

Parents who are 'involved' serve the school's agenda by doing the things educators ask or expect them to do – volunteering at school, parenting in positive ways, and supporting and assisting their children at home with their schoolwork – while knowledge, voice and decision-making continue to rest with the educators (Pushor, 2001). (Pushor & Ruitenberg, with co-researchers, 2005, p. 12).

With parent involvement, the focus is placed on what parents can do to help the school realise its intended outcomes for children, not on what the parents' hopes, dreams, or intentions for their children may be or on what the school can do to help parents realize their personal or family agendas. (2012, p. 467).

Pushor rejects the language of *parent partnerships* and *parent participation* because both seem to retain similar assumptions and practices to those related to *parent involvement*. Pushor identifies *parent engagement* as a terminology and set of assumptions that promise

flatter power structures and more active parental involvement. Linked with the notion of *parent knowledge* – the funds of knowledge on which parents draw in parenting and in supporting their children’s learning – Pushor is in the process of actively developing a research program intended to take the notion of parent engagement beyond ‘random acts’ (Weiss, Lopez & Rosenberg, 2010) and ad hoc occurrences to a designed-in feature of schooling.

To support student success, Weiss, Lopez and Rosenberg (2010) champion an approach called *Family, School and Community Engagement* (FSCE). This aims to re-frame engagement and give parents a more central and equal role in education – a developing theme across the literature.

Weiss, Lopez and Rosenberg (2010) draw on data systems and their affordances, as well as re-thinking relationships between schools and the families and communities they serve. However, the work relates specifically to US educational policy and its attendant state-federal pressure, so some elements may fit the Australian context while others do not.

To move those developing Australian ITE programs in Australia beyond Epstein’s (1995) framework, there would be value in sharing perspectives like those mentioned above, as well as the framing of the issues by Henderson et al (2007). More importantly, these perspectives and those of other researchers such as Lucas (2013) and Harris, Andrew-Power and Goodall (2009) support movement from a school-centred notion of ‘parent involvement’ toward a more genuinely collaborative form of ‘parent engagement’.

2.2 Evidence of Effectiveness of Parent Engagement for Learning

As mentioned earlier, parental engagement is referred to in many different terms in the research literature, which has made it difficult to find clear, unequivocal evidence of parent engagement enhancing student learning. There are some positive findings to support what is intuitively plausible, but there are also reports of it having no effect and even negative findings that correlate increased parent engagement with lower student achievement.

See and Gorard (2015) in the United Kingdom undertook an extensive review of 127 studies and found them almost evenly divided between successful academic gains and ineffective, even harmful, effects of interventions on children’s educational attainment.

Emerson, Fear, Fox and Sanders (2012) found similar evidence in their review, particularly in terms of complications in accurately measuring the comparative effects of parent engagement on children’s academic attainment.

Tan and Goldberg (2009) found that the association between levels of parent-school involvement and children's educational attainment was not always positive – a finding that emphasises the multidimensionality of parent-school involvement.

Romanian researchers Porumbu and Necşoi's (2013) review of research found numerous variables related to children's high academic attainment:

- An authoritative (not authoritarian) parenting style
- High and clear parent expectations for children's academic results
- Ongoing communication about school activities and plans
- Consistent and timely communication by parents with teachers about their child's progress in their learning.

Hattie's (2009) review of the literature includes meta-analysis that combines multiple research studies and offers a more nuanced discussion of the variety of things that are included in the terms 'parental involvement' and 'parental engagement'. Hattie uses a statistical measure called 'effect size', d , to summarise the degree to which a particular intervention or activity influences students' academic achievement. In general, he suggests that it is worth pursuing things with an effect size greater than +0.4 (i.e. $d > 0.4$).

In relation to *parent involvement* (note that he used this term rather than 'parent engagement'), Hattie finds an overall effect size of $d = 0.51$. Offering more detail, Hattie summarised another meta-analysis by Rosenzweig (2000) as follows:

Relationships between student achievement and parental participation ($d = 0.56$) and supportive parenting ($d = 0.43$) were much higher than with homework supervision ($d = 0.19$), participation in school activities ($d = 0.14$), communication with school and teachers ($d = 0.14$), monitoring school progress ($d = 0.12$), providing structure in the home ($d = 0.00$), and controlling and disciplining parenting style ($d = -0.09$). (Hattie, 2009, p. 69).

Note that a negative effect size means that an approach harms student learning.

Hattie concludes:

Across all home variables, parental aspirations and expectations for children's educational achievement has the strongest relationship with achievement ($d = 0.80$), while communication (interest in homework and school work, assistance with homework, discussing school progress: $d = 0.38$) have a moderate size effect, and parental home supervision (e.g. home rules for watching television, home surroundings conducive to doing school work: $d = 0.18$) is the weakest. (2009, p. 70).

Goodall (2017) considers the international evidence for the effectiveness of parent engagement to support students' achievement. The author builds on this basis to explore issues of engagement, advantage and disadvantage and how schools can more effectively invite and facilitate parent engagement. Goodall also encourages parents and society more broadly to re-frame their own responsibility for, and ability to enhance, achievement.

Knowledge of this evidence-base as part of initial teacher education prepares pre-service teachers to focus on the most effective practices.

2.3 Australian Research Focused on Enhancing Parental Engagement

A qualitative case study from regional Queensland (Campbell, Dalley-Trim, & Cordukes, 2016) interviewed parents (n=18) of students in their Preparatory (prior to Grade One) year in a public school.

Three themes were identified: communication, consistency and family commitments. **Communication** needs to be regular, clear, internally consistent (not contradictory) and friendly/engaging. **Consistency** meant that the parents wanted all students in the Preparatory program to have a consistent learning experience. The theme of **family commitments** arose when parents talked about how busy they are at work, how little time they have, how difficult it sometimes is to make time to engage with the school. They were interested in developing more-flexible relationships with the school that fitted around other commitments.

Australian Catholic University, the provider with Australia's largest suite of teacher education programs and largest enrolment in initial teacher education, has been working on research into, and implementation of, parental engagement. The Catholic Education Office (2014) summarises this work. In particular, this work, done in Melbourne, focuses on support and facilitation of Family School Partnerships in schools in low socio-economic status (SES) areas. It also draws on the international work of Harris, Andrew-Power & Goodall (2009) and Pushor (2007).

Woodrow, Somerville, Naidoo and Power (2016), from the University of Western Sydney, conducted a qualitative research study, commissioned by ARACY. It involved interviewing parents from low socioeconomic status areas in Tasmania, Queensland and the Northern Territory about their engagement in their children's schools and learning. They noted that these families are often focused on survival, given their challenges and vulnerabilities, which could make engagement challenging. Nevertheless, these parents valued family-led learning experiences with their children, and it was clear that partnerships with schools had the potential to help them better recognise things they could do to contribute to their children's

learning while the parents were cooking, shopping, traveling and planning. The schools were under pressure. This meant that using their resources to support 'at risk' students and families, left less time and resources to build partnerships with families and communities. Community organisations were identified as an important resource for building partnerships. The report outlined a path, including further research, toward enhancing engagement in vulnerable communities.

This report recommended expanding the Australian research base in parental engagement in general, called for initial teacher education to support parental engagement and for more support for beginning teachers' engagement with the families and communities of First Peoples students.

2.4 Initial Teacher Education for Parent Engagement

The increasing worldwide focus on the importance of parent-school engagement has significant implications for initial teacher education and ongoing professional learning (Mandarakas, 2014). Substantial international evidence demonstrates the significance of positive teacher and school leader attitudes to parent engagement in schools (Addi-Raccah & Ainhoren, 2009; Baeck, 2010; Ng & Yuen, 2015). Such attitudes support the formation of strong partnerships (Bull, Brooking, & Campbell, 2008; Lewis, Kim, & Ashby Bey, 2011; Murray, McFarland-Piazza, & Harrison, 2015) that, in turn, support students' wellbeing and academic achievements (Gavidia-Payne et al., 2015; Goldberg et al., 2017).

There is considerable recognition of the role of initial teacher education in developing teachers and school leaders who are able to build effective relationships with parents and support parent engagement in student learning. (Amatea, Mixon, & McCarthy, 2013; Mandarakas, 2014; Saltmarsh, Barr, & Chapman, 2015).

However, international studies (Epstein & Sanders, 2006; Mandarakas, 2014) indicate that parental engagement elements in ITE are often inconsistent and lacking in rigour. Courses aimed at preparing pre-service teachers to work with parents are often found in dedicated programs, like special education and early childhood, but more mainstream teacher education degree programs have only a small focus on the area (Epstein & Sanders, 2006).

Our review of Australian and international literature has highlighted two broad themes in the contribution of ITE programs to parent engagement:

1. Skills and strategies
2. Attitudes, perceptions and dispositions.

The two do overlap but some studies focus more on what pre-service teachers know how to *do*, while others look at the ways in which pre-service teachers mentally frame parent engagement and their ways of *thinking* about parents and relationships.

2.4.1 Development of Skills and Strategies

D’Haem and Griswold (2017) conducted a mixed-methods study on teacher preparation for developing partnerships with families. Through focus group interviews, document analysis, and a survey, they investigated teacher educator practices and attitudes, as well as the attitudes and experiences of pre-service teachers.

The results revealed that teacher-family partnerships were deemed important by both faculty and pre-service teachers but both groups felt that teachers may experience difficulties with parents (D’Haem & Griswold, 2017). The main concern related to working with families from diverse cultural backgrounds, with some faculty raising concerns about their own abilities to teach pre-service teachers about families from diverse linguistic and cultural backgrounds.

A qualitative study by Zeichner, Bowman, Guillen, and Napolitan (2016) explored curricular design in a program called *The Community Teaching Strand* (p. 277), for courses involving 65 postgraduate elementary pre-service teachers, and 64 secondary pre-service teachers. The program involved local community members mentoring pre-service teachers in a purposeful and planned way. Findings indicated that the pre-service teachers developed relationships with their students’ families while also learning about local community resources. This ‘community-based teacher education’ (Zeichner et al., 2016, p. 288) was aimed at preparing pre-service teachers who were ‘committed to working with and for communities instead of on them’ (p. 288) – an important distinction for teachers wanting to engage parents.

This aspect of the preparation of pre-service teachers is more challenging to implement and deepen. While integrating courses into teacher education degrees can address students’ knowledge and attitudes, the development of skills typically requires opportunities to practice. Such opportunities can be challenging to offer in the context of university programs and professional experience placements.

2.4.2 Development of Attitudes, Perceptions and Dispositions

Throughout the literature there is evidence to support the importance of developing pre-service teachers’ attitudes, perceptions and dispositions for working and partnering with parents in schools (Amatea, Cholewa, & Mixon, 2012; Amatea et al., 2013; Bingham & Abernathy, 2007).

Researchers have identified characteristics that teachers need to engage parents in school:

- Perceiving families as valuable partners
- Regularly engaging in genuine two-way, reciprocal communication with families
- Having affirmative perceptions of diverse families (Amatea et al., 2013; Bingham & Abernathy, 2007; Sewell, 2012).

Research has shown that teachers who focus on family strengths and qualities, rather than deficiencies, are more likely to have successful interactions with diverse families. The teachers are able to view families as helpful, competent equals in their child's education (Amatea et al., 2013). Perceiving families as valuable partners, who have important contributions to make to their child's learning, is a feature of many educational policies yet, in practice, research suggests that many teachers are inclined to focus on family deficits, parental problems and to frequently blame parents for problems (Amatea et al., 2012; Amatea et al., 2013; D'Haem & Griswold, 2017).

Patterson, Webb and Krudwig (2009) conducted a qualitative study of 89 teachers, which included 22 special education teachers, 16 general teachers, and 51 undergraduate pre-service teachers. The study aimed to give parents the opportunity to give their views on preparing teachers to work with families in ways that 'increased the meaningfulness of the experience for teacher candidates' (Patterson et al., 2009, p. 47). The study used pre- and post-program surveys to assess the pre-service teachers' beliefs about the value of partnering with families through the case-based instructional methods used in their course. The findings strengthened pre-service teachers' beliefs in the value of working with parents in partnership to develop Individualised Education Plans.

Kroeger and Lash (2011) sought to shift the power dynamics in the teacher-parent relationship by offering opportunities for pre-service teachers to listen to parents during their university classes. In this study 11 early childhood pre-service teachers participated in an inquiry-based project. It used critical theory of policy, social science and enacted curriculum to help pre-service teachers move beyond restrictive patterns in parent-teacher relationships to a focus on a partnering relationship. Pre-service teachers were supported in developing skills and developing initial communication strategies to connect with parents (Kroeger & Lash, 2011).

2.4 Australian research on initial teacher education (ITE) for parent engagement

Much of the research on parent-school engagement practices in ITE programs has been conducted in the United States or a handful of other countries, like Israel, Norway and New Zealand.

Two studies, by Barr and Saltmarsh (2014) and Saltmarsh, Barr and Chapman (2015) reviewed the situation in Australia in the early 2010s:

Barr and Saltmarsh (2014) explored ways in which parents in a variety of schooling sectors engaged with their child's school. It examined what parents considered necessary for teacher professional learning. It also focused on programs for capacity building in teacher education, including preparing and supporting teachers to manage and maintain relationships with parents and families. Like international research, the Australian study found that school culture and educators' attitudes to their involvement in school are critical to developing and maintaining parent-school relationships. Of particular importance is the school principal being identified as key in fostering positive parent-school relationships. If the principal is perceived by parents as 'dismissive or disinterested in supporting their involvement' (Barr & Saltmarsh, 2014, p. 491) then they will be less inclined to engage with the school.

Saltmarsh, Barr and Chapman (2015) conducted a study that involved 35 teacher educators in 15 universities, whose courses focused on parent-school engagement. It explored course information from 38 universities. The study looked at how parent-school relationships were taught across ITE programs in the context of the *Australian Professional Standards for Teachers* (AITSL, 2014). The study's findings 'challenge suggestions that parent-school engagement is largely absent from pre-service programs' (Saltmarsh et al., 2015, p. 69). Despite this assertion, there are many areas of ITE where parent engagement skills and opportunities for working with parents were absent or neglected.

Barr and Saltmarsh recognised the lack of continuity in many courses, and the inadequate inclusion of parental engagement in some ITE programs. It pointed out that this omission would lead to some graduate teachers entering 'their profession insufficiently prepared for parent engagement' (Barr & Saltmarsh, 2014, p. 82). These authors stated that this gap needed 'urgent attention' (p. 82). Saltmarsh et al. (2015) also noted extensive inconsistencies across the teacher education sector in how universities were addressing parent-teacher engagement in ITE courses.

It is interesting to note the contrast between the fragmentary situation in Australian ITE, reported by Saltmarsh and colleagues as recently as 2014-2015, and the results reported below (pp. 26-39) based on the survey completed in late 2017 and early 2018. There remains work to be done in enhancing the opportunities for pre-service teachers to engage in authentic experience of engaging with parents in order to support their skill development.

2.5 Parent engagement of Aboriginal and Torres Strait Islander Families

A Note on Language and Terminology: We recognise that the term 'Indigenous' is not viewed by many Aboriginal and Torres Strait Islander Peoples as appropriately specific and that the term may be

offensive to many as it devalues their identity (Griffith University, 2016). Throughout this review this term has been avoided as much as possible, unless the term was used in a specific article (in which case this term has been retained with reference to the original author(s) purpose), or in instances when the Indigenous peoples of multiple countries (e.g. Australia, New Zealand and/or the USA) are intended. The names First Peoples and Aboriginal and Torres Strait Islander Peoples are used in this paper as names for Australia's original inhabitants and their descendants (Griffith University, 2016).

Many state and territory Education departments recognise the importance of parent engagement in improving educational outcomes for Aboriginal and Torres Strait Islander students (Lea, Wegner, McRae-Williams, Chenhall, & Holmes, 2011b). However, departmental policies often fail to articulate 'the precise means by which such engagement is to take place' (Lea et al., 2011b, p. 267). Instead, schools tend to employ support staff to fulfil these roles, such as Aboriginal and Torres Strait Islander Education workers and Indigenous School Liaison Officers.

In Indigenous cultures – like those of Australia, North America and New Zealand – family-school engagement can take differing forms that are all important in fostering and supporting children's learning and wellbeing (Garbacz & Sheridan, 2011; Lea, Thompson, McRae-Williams, & Wegner, 2011). For example, families may gather in support of each other in 'socio-emotional, vocational, and educational endeavours, which may be conceptually similar to homework centres and/or school-community liaisons' (Garbacz & Sheridan, 2011, p. 611) but differ from those often recognised as valuable by teachers. Being able to effectively measure family-school involvement is complex due to this multi-tiered (McDowall & Schaughency, 2017) and multidimensional nature of the phenomenon (Garbacz & Sheridan, 2011; McDowall & Schaughency, 2017).

2.5.1 Pre-service teachers' preparation to for engagement with First Peoples' families

Most articles reviewed suggest focusing on developing pre-service teachers' curriculum and pedagogical skills and knowledge for working with Aboriginal and Torres Strait Islander Peoples. This approach appears to be based on policies, like *Closing the Gap*, and framed in terms of addressing perceived 'deficits' in student achievement. Only eight studies explored how ITE programs prepare pre-service teachers to engage with Aboriginal and Torres Strait Islander parents. Of these eight studies, two papers appeared to report on different aspects of the same studies, leaving six distinct studies that had some focus on pre-service teachers' preparation to engage with Aboriginal and Torres Strait Islander parents (Bennet & Moriarty, 2015, 2016; Grace & Trudgett, 2012; Harrington & Brasche, 2011; Lea, Thompson, McRae-Williams & Wegner, 2011; Lea, Wegner, McRae-Williams, Chenhall & Holmes, 2011).

Lavery, Cain and Hampton (2014) explored pre-service teachers' experiences while taking part in a one-week immersion program in a remote Indigenous community school. The study looked at how the immersion type of program might build pre-service teachers'

competencies in 'Aboriginal education' (p. 4). The program involved teaching in classrooms, in the local community and service on the school grounds.

While the study's emphasis was on building pre-service teachers' cultural competence, the participants reflected on how they took part in community activities that increased their knowledge and understanding of working in remote Indigenous communities. There was some engagement with the local community but the Lavery et al. (2014) study highlights the complexity of pre-service teachers working in remote communities and reflects the ongoing focus of many studies reviewed: building teacher cultural competence.

Muller (2012) did not explicitly focus on pre-service teachers' preparedness to engage parents but found evidence that young teachers were very limited in their preparation to partner with Aboriginal and Torres Strait Islander parents. Muller indicated that, in some schools, school leaders and established teachers expressed apprehension and voiced concerns about some young teachers' lack of empathy towards Aboriginal families, stating that 'the evidence suggests that their trepidation or wariness stems not from conscious prejudice, but from lack of knowledge' (p. 23).

A report by the Senate Employment, Workplace Relations, Small Business and Education References Committee (2000) remarked that although Indigenous education represented a 'significant challenge for teachers and requires high levels of skill and sensitivity to the needs of students, many teachers in Indigenous communities were among the most inexperienced and least adequately prepared to meet the challenges of teaching in such demanding and unfamiliar environments' (p. 103). Further, it noted that pre-service teachers' preparation to work with Indigenous students in Indigenous communities was 'demonstrably inadequate' (p. 117). There is limited evidence from recent literature to suggest that the situation has changed for the better in terms of pre-services teachers' preparedness to engage with First Peoples' families and communities.

Auld, Dyer and Charles (2016) explored the risks of pre-service teachers' professional experiences in remote communities (e.g., power relationships inside and outside schools) and found that pre-service teachers had limited understandings of Indigenous knowledges and languages, and furthermore, that issues of language – more specifically of not being able to teach in students' first language – were problematic. Additionally, Auld et al. suggested that it was plausible that stereotypes and colonialisation of Aboriginal and Torres Strait Islander Peoples' identities were reinforced as a consequence of constructions about 'the 'real' Aborigine as living in communities many kilometres from metropolitan centres' (p. 169) and that pre-service teachers may, by travelling to remote communities 'conceivably be silencing Indigenous voices and preventing opportunities for engagement with Aboriginal people from communities local to students' home address' (p. 169). This suggests that the very nature of programs that involve pre-service teachers travelling to remote communities may perpetuate stereotypical notions that Aboriginal and Torres Strait Islander Peoples only 'exist' in those

areas, which may impact on pre-service teachers' ability to engage with the parents of their students when they graduate.

2.5.2 Importance of language

In a 2015 study, Bennet and Moriarty emphasised the significance of language for developing relationships and building trust, concluding that strong relationships, trust and appreciation for learning need to be established 'before effective, cross-cultural engagement can begin' (p. 1). Grace and Trudgett (2012) also identified the importance of the language used by educators for engaging and working with Aboriginal and Torres Strait Islander families, suggesting that in strength-based narratives families perceive essential messages of respect. Strength-based narratives include ensuring that Aboriginal and Torres Strait Islander Peoples' voices, viewpoints and knowledges are meaningfully included in classrooms as essential elements for developing relationships with students and parents (Grace & Trudgett, 2012).

A further language issue identified in the literature was pre-service teachers' limited understanding of Aboriginal and Torres Strait Islander languages and the inherent differences between Indigenous and non-Indigenous languages (Bennet & Moriarty, 2012; Auld, Dyer, & Charles, 2016). Many students in remote communities were not being taught in their first languages (Auld et al., 2016), meaning that engaging parents in school would also be affected by the language barrier to pre-service teachers going into some communities and not knowing the languages of those areas.

An interesting workshop example from the Bennett and Moriarty (2016) study clearly demonstrated some of the inherent language difficulties pre-service teachers face when preparing to engage with Aboriginal and Torres Strait Islander students and parents:

Pre-service teachers learned about differences between Aboriginal and western alphabet systems. A simple explanation as to why Aboriginal children have difficulty with the English letter 't' provided a light bulb moment for many pre-service teachers who had not realised that this letter did not exist in the Wiradjuri language. This insight had a noticeable impact on the pre-service teachers and their ongoing discussion about the role of Aboriginal languages in communities and schools progressed with some interest. (p. 6)

In turn, some studies identified pre-service teachers' limited understanding of Indigenous knowledges and languages, and the unintentional perpetuation of stereotypes as inherently problematic in ITE in perpetuating colonialisation.

Pre-service teachers, in many instances, were going to teach for short periods in remote communities. They would enter the remote community without being fully prepared, with the implied intention of changing education for the 'better', and then they would leave. (Auld et al., 2016).

In short, the research around engagement with Aboriginal and Torres Strait Islander Families indicates that more needs to be done to serve and support Aboriginal and Torres Strait Islander students and families better. The preparation of ITE students in this space was explored via a relevant question in the survey of ITE providers and is discussed in the next section.

SURVEY RESULTS

3.1 Methods and Results

The purpose of this study was to ascertain the current practices of initial teacher education providers in preparing pre-service teachers to engage with parents to improve student learning, explore barriers to progress and identify the future plans and aspirations of providers.

The survey in Appendix A was sent to the 43 universities and colleges offering initial teacher education programs in Australia, who are members of the Australian Council of Deans of Education. An additional five providers offer ITE programs but are not ACDE members.

The survey was developed collaboratively between the Australian Council of Deans of Education (ACDE) and Associate Professor David Geelan at Griffith University, with support from Associate Professor Karen Noble at the University of Southern Queensland. It was based on the requirements of the Parent Engagement Project as communicated by the Australian Research Alliance for Children and Youth (ARACY) and on the relevant research literature, including that considered in the literature review conducted as part of this project.

The initial plan for the project did not envisage seeking ethics clearance for the research however some invited institutions indicated that they would only participate if ethics clearance was obtained. Research ethics clearance was sought and obtained from the Griffith University Human Research Ethics Committee with approval number 2017/668. Appendix B includes the de-identified response data from the surveys received.

The results reported here are a credible representation of the entire Australian initial teacher education sector, in that the responses received offer a good sampling of large and small, public and private, regional and urban universities, and represent most states and territories.

Of the 43 universities and colleges sent the ACDE survey, 21 (49%) responded. A typical response rate for surveys in the social sciences is around 30% so, while it would have been ideal to have data from all universities, a response rate of almost 50% is reasonable.

The request to complete the survey was sent to institutions that had all been through very intensive re-accreditation programs across the previous two years, so some level of fatigue on the part of teacher education academics in universities may also have contributed to the fact that more responses were not received.

3.2 Themes

The data, detailed in full in Appendix B, fall into four broad themes:

- Parental engagement as an explicit part of Australian initial teacher education programs in Australia
- Priority given to parent engagement in ITE programs
- Structural or systemic barriers to embedding preparation for parent engagement in ITE Programs
- ITE providers' plans and aspirations to increase or enhance embedding preparation for parent engagement in their programs.

3.3 Parental engagement as an explicit part of Australian initial teacher education programs in Australia. Survey questions 1-3.

Question 1: Is preparation to work effectively to engage parents in relation to promoting children's learning and development explicit in your ITE curriculum?

Of the 21 responding institutions, 20 have relevant courses embedded in their initial teacher education programs and the remaining one has plans to do so.

Table 1: Types of learning activities currently used to support ITE students. The students develop competence and confidence to engage parents in learning partnerships that promote children's learning and development

TYPE OF LEARNING ACTIVITY	UNDERGRADUATE PROGRAMS	POSTGRADUATE PROGRAMS
Specialised discrete academic subjects/units/courses focusing primarily on promoting parent engagement in relation to children's learning and development	8	5
Relevant content embedded in other subjects/units/courses	18	18

Professional Experience placements specifically requiring students to demonstrate their ability to engage parents in relation to promoting children’s learning and development	15	12
Other outreach programs that focus on promoting parent engagement in relation to children’s learning and development	7	3
OTHER ACTIVITIES		
Academic research relating to promoting parent engagement in relation to children’s learning and development	11	
External partnerships that promote capacity building relevant to promoting parent engagement in relation to children’s learning and development	8	
Other strategies, programs and projects that develop ITE students’ knowledge, skills and abilities to build parent engagement in relation to children’s learning and development	6	
Cross-institutional partnerships and programs with other universities aimed at developing ITE students’ competence and confidence to engage parents in learning partnerships	1	

Question 2: How are students required to demonstrate their competence in engaging parents effectively to promote children's learning and development?

This yielded a very long list of specific learning activities, opportunities to practice and assessment tasks related to preparing pre-service teachers to support parent engagement.

Typically, multiple activities across the whole degree program – in one case as many as nine – are designed to develop pre-service teachers' skills and abilities by giving them opportunities to demonstrate how they have met Standards 3.7 and 7.3.

One issue identified was the ad hoc nature of such opportunities, particularly engagement of pre-service teachers with parents while on professional placements in schools. A response that typifies the issue is:

Students demonstrate their competence on placement if an opportunity is provided. This might include classroom communication or parent/teacher interviews for reporting purposes. Students are encouraged to actively seek opportunities.

Part of the reason for the ad hoc nature of opportunities for pre-service teachers to engage with parents during professional experience placements may be (justifiable) risk aversion on the part of the hosting schools, who work hard to develop positive relationships with their parent communities:

We currently rely on schools who allow professional experience students to view or sit in on parent-teacher interviews. Schools will not allow pre-service teachers to facilitate a parent-teacher interview that requires skills, experiences and confidence. A poor interview would reflect poorly on the school and have ramifications for both the school and supervising teacher.

In many cases role play or other activities are used to simulate engagement with parents and carers. Some representative examples include:

Targeted assessment items and during professional experience.

*In undergraduate programs (Primary and Secondary) students are **required to undertake assessment tasks in designated subjects**. Students are aware of the assessment requirements that are mapped against the Graduate Teacher Standards 3.7, 5.5 and 7.3. ... All programs have critical tasks dedicated to students*

collecting information on standards that address engaging parents to promote children's learning.

They have to write a classroom action plan that includes how they engage with parents.

Via the following:

- *Letter of introduction to parents and caregivers*
- *Students to prepare Parent-Teacher interviews*
- *Report writing*
- *Interaction with parents at the beginning and end of each day*
- *Engagement with parents through pedagogical documentation such as learning stories*
- *Professional experience report indicating pre-service teacher engages with families on a daily basis.'*

Students are asked to consider effective forms of ethical engagement with parents and/or carers, specifically in relation to Standards 3.7 and 7.3, in three key ways:

[1] At the theoretical level, students take a full semester week (including the lecture and tutorials) to review a range of critical, scholarly and professional sources that consider parents' rights and interests and how these play out in practice (and consider the moral status of parents in relation to the children's rights and interests).

[2] In tutorials these theoretical positions are used to inform responses to case studies and student experiences and consider how a range of views can be positioned in relation to the Australian Professional Standards for Teachers, The Melbourne Declaration, relevant Codes of Conduct and related legislative instruments. Students also access a guest lecture by a teacher who shares with them a number of strategies that may be employed to engage parents and carers in their children's learning.

[3] The final assessment task requires students to examine a case study involving parent engagement, and address it using the aforementioned resources to inform a proposed strategy to respond professionally to a situation of ethical significance concerning parents' and carers' relationships with their children's educational encounters.

Question 3: What strategies (if any) are being used to support students in specifically engaging with families of Aboriginal and Torres Strait Islander children?

This involves pre-service teachers developing knowledge and skills and demonstrating that they meet Standard 2.4, as well as Standards 3.7 and 7.3.

Some universities described having one or more subjects/units – in some cases core to courses, in other cases optional – devoted to Aboriginal and Torres Strait Islander education. Such subjects/units sometimes include explicit focus on parent and community engagement.

One university acknowledged that there was a lot of work to be done in this area but stated that a learning framework developed by the Centre for Aboriginal Studies is to be embedded in its program during 2018.

Other providers reported that this focus is addressed in the context of broader courses focusing on engagement with parents, carers, families and the community in general and/or cultural awareness. Responses tended to emphasise informing students and helping them to develop and engage with new knowledge and awareness rather than opportunities for students to authentically engage with parents and carers in practice.

3.3 Priority given to parent engagement in ITE programs. Survey questions 4-8.

Question 4: What are the roles of the staff (academic and other) leading this work in professional experience within your Faculty/School?

This addresses the responsibilities, and the division of labour, between university-based and school-based staff, and between university professional and academic staff. The ways in which universities organise their academic and professional personnel varies across the sector. Some have staff based in schools, rather than in the university, or use registered teachers to liaise with schools. Others have academic staff engaging directly with teachers and schools. Professional experience placements are overseen by academic staff members, professional staff or teams combining both. Some universities develop close long-term alliances with a small pool of local schools while others have placements in a broad range of schools in a metropolitan area. Universities in the same city often compete for places in schools.

Question 5: What is the rationale for selecting the approach/es your Faculty/School is undertaking in this area, including any research underpinning these approaches?

Providers generally reported reviewing the literature to support their development of programs and approaches. However, many also noted that their university was not conducting original research (see Question 11 below).

Many described relying on personal experience as teachers, rather than on bodies of theoretical and empirical work, or described program development as being motivated and constrained largely by accreditation requirements. Some providers specified the work of particular theorists such as Bronfenbrenner (see Appendix B).

Disseminating the research and theoretical frameworks of international academics working in this field – like Pushor (2001, 2012), Weiss, Lopez & Rosenberg (2010), Henderson et al (2007), Lucas (2013) and Harris, Andrew-Power and Goodall (2009) – has the potential to better inform Australian approaches, as does supporting original Australian research in relation to this issue.

Question 6: Which of these approaches do you believe are the most effective for preparing ITE students for teaching in disadvantaged/low SES schools and why?

Most respondents noted that there is no single best solution but that the most powerful approaches are multidimensional and incorporate a range of elements. Content taught, practiced and assessed in coursework is complemented by experiences on professional experience, which in turn require the development of trusting relationships with schools and communities, and such relationships are facilitated by personnel in both schools and universities. Elements that were raised and discussed, with various combinations and emphases, included:

- A non-deficit view of students, parents and families, drawing on strengths, knowledge and capabilities
- Engagement with parents and carers during professional experience placements
- Embedded course content and assessments
- Forming positive trusting relationships with parents and communities
- Forming positive trusting relationships with schools and teachers

- Development of understanding and experience on the part of pre-service teachers across their entire degree programs.
- A specific course focused on initiating and maintaining community partnerships
- Collaborations with NGOs (non-government organisations), community clubs, faith groups and other agencies serving communities
- Simulations and role-plays to allow students to experience engagement (in contexts in which 'real' experience is difficult or impossible).

Question 7: Which project/program/initiative has been most successful in your institution and why?

Several providers indicated that a wholesale redesign and development of a degree program was their most successful innovation, rather than the addition of a particular course, assessment task or learning activity. On the other hand, several universities did nominate a particular stand-alone course/unit as their most effective innovation. Others indicated that innovations had been recently implemented and, while there was no evidence yet to evaluate their effectiveness was not currently available, it would be available later in 2018.

Some interesting individual, but not typical, approaches included:

The School's external pre-service teachers come from a range of countries and backgrounds. The Collaborative Live Classroom is used to expose them to the academic English that teachers use in relation to whatever unit outcomes and learning materials they interact with. Migrant pre-service teachers and Indigenous pre-service teachers and folks from remote regions cannot necessarily imagine the largely cosmopolitan stereotype of 'teacher', 'school' and 'student' assumed by curricula and many national commentaries, e.g. NAPLAN Annual Reports.

Aside from the core units within the program, students can elect to take part in various outreach programs that specifically target disadvantaged families. These families may be considered disadvantaged due to financial situations, being CALD [culturally and linguistically diverse] or ESL [English as a second language] or having experienced trauma (to name a few). Students are involved with reading with children and providing feedback on reading to families, where appropriate. This is an outreach program (not an elective unit).

Question 8: Have there been effective past practices or strategies that were unable to be sustained due to lack of funding or other factors?

Five universities described a number of cancelled initiatives. Examples include:

We have taken groups of students on rural field trips (lasting a week), which have been highly successful in opening pre-service teachers' eyes about what life is like in rural and remote areas. Other strategies and past practices that were unable to be sustained were:

- *Rural field trips*
- *Rural and regional professional practice placements*
- *School-based activities integrated with units other than professional practice – transportation issues for students.'*

Indigenous scholars with a school teaching qualification made podcasts expressing their own philosophies of teaching and learning. These were great teaching resources. The Living Archive of Aboriginal Languages at the University requires more funding and professional development for lecturers whereby its use becomes [available] nation-wide as implementation of curriculum. Misconception is that it is only for remote area Indigenous contexts. Further work connecting students, teachers and parents could debunk stereotypical views of Indigenous people and of the capabilities that Indigenous children typically bring to school. NAPLAN reporting and A-E grading skew attention away from the knowledge Indigenous children bring to school.

It would be especially valuable to be able to fund some students to attend professional experience placements in remote or other very vulnerable communities (e.g. Aboriginal communities in remote areas). However, this is always more complex than it seems as many students have extensive and competing family/study/work commitments and find it difficult to leave their home base.

3.4 Barriers to embedding preparation for parent engagement in ITE Programs. Survey questions 9, 11, 12.

Question 9: What other structural or systemic barriers may impact on your ability to focus your degree programs in this space?

Eighteen universities provided written responses and three broad themes were identified:

1. **Pressure on time available during professional experience placements in schools. More [professional experience] time would be needed.**

Time and funding issues that reduce practicum timeframes reduce the times students have to interact with parents within these real environments.

This is a key area of competency that is best developed in a clinical context. Therefore, the time allocation to practicum subjects limits capacity for providing more focus in this space.

2. **Pressures due to a crowded curriculum and to accreditation processes**

The current accreditation process is a deterrent to innovation in program development. Confusion surrounding specialisations, the role of critical tasks and program accountability are stifling any advancements in program development.

This creates pressures that reduce consultation during course design in favour of pushing through various layers of 'institutional hoops' noticeable especially over the past decade. Risk management and quality assurance place pressures on leaders. There are more and more requirements for courses to meet, which is causing a reduction in focus on [professional experience] and other valuable linkages.

As with the Australian Curriculum for school teachers, the external political pressures on teacher education providers means that the 'curriculum' has a tendency to encourage breadth rather than depth.

3. **The fact that contact between pre-service teachers and parents is often controlled by the schools in which pre-service teachers complete their professional experience, rather than by the university**

Schools have direct contact with families, not the university. The relationships that schools have with parents and the significance of developing and maintaining those relationships is respected. The priority of the schools is the learning outcomes of their students.

As schools and teachers maintain responsibility for engaging with parents, it is difficult for teacher education providers to control the opportunities for pre-service teachers to implement strategies for engaging parents. Pre-service teachers' experiences in schools with things like parent-teacher interviews,

formal reporting, and participating in personalised learning planning meetings varies greatly across settings.

One university described an additional geographical constraint:

Schools in the region are predominantly not in the disadvantaged/low SES bracket, so without moving to another area for placement, pre-service teachers may not have the opportunity to witness parent engagement in all types of learning contexts. This means that the ITE provider must ensure that it provides alternative and authentic opportunities for learning in this domain.

It is plausible that almost all universities, in seeking to prepare pre-service teachers for contexts beyond the immediate surroundings of the university, will need to think about how to broaden their experience in authentic ways.

The ways in which accreditation processes, intended to ensure quality, can draw resources away from teaching – university academic and professional staff time being monopolised by compliance with accreditation regimes and therefore unavailable for developing and supporting teaching innovations – and unintentionally lead to homogenisation of ITE programs are issues that will need to be thought through in Australian teacher education over the next few years.

Question 11: Has research within your Faculty/School or by others identified particular graduate competencies/dispositions that support students in developing confidence and competence to engage parents effectively to promote children’s learning and development?

Six universities responded by stating that they had academic staff engaged in research in this field. However, written responses qualified this, and most examples given focused more on experience and on drawing on the research of others than on original research conducted within the university.

Only two universities described ongoing research. One of these cases was funded by an internal university grant but the project focused on employability and social intelligence, rather than directly on parent engagement. It was unclear how the work at the other university was funded. It was on broad parental engagement without a specific focus on ITE programs or pre-service teachers. As is noted earlier in the report, our literature review only found two studies in this field published in Australia. There is clearly scope for significant new investment to support Australian research in this field.

Question 12: How do you evaluate the effectiveness of these programs/ initiatives/ approaches within your Faculty/School?

A number of different measures were named by respondents:

- Portfolios and ePortfolios
- 'Hurdle' assessment tasks
- Professional experience reports
- Final (pre-graduation) professional experience assessment reports completed by teachers in schools
- Mapping of achievement across programs (courses, degrees)
- Graduate outcomes and employment measures
- Informal feedback from university mentors and supervisors of pre-service teachers' professional experience
- Course-based assessment tasks
- Student evaluations of teaching and courses
- Performance in relation to the Australian Professional Standards for Teachers (APSTs) at Graduate level (assessed using a portfolio or other task)

Some of these measures are clearly better suited than others to inform judgements about the effectiveness of the ITE program strategies to support pre-service teachers' development in relation to parent engagement.

It is worth noting that a summative Teacher Performance Assessment (TPA) in which pre-service teachers are required to demonstrate meeting many of the Teacher Standards, as well as demonstrating impact on student learning, will be mandated for all Australian ITE programs as part of compliance with Program Standard 1.2 (AITSL, 2015). Two large multi-university consortia are currently developing and trialing TPA instruments, and many ITE providers will select one or other of these, although some universities have chosen to develop their own TPA models. While it is not inevitable that Teacher Standards 3.7 and 7.3 will be included in all TPA models, most will seek to assess parent engagement as part of their summative assessment of 'readiness for the profession'.

3.5 ITE provider plans for parent engagement in ITE programs. Survey questions 10, 13, 14.

Question 10: Are there any programs or strategies planned for the future that your Faculty/School would implement if available resources, skills and funding were available?

Thirteen universities indicated activities they would implement if resources were available. Typical responses include:

Programs aimed at examining/observing models of parent engagement would enhance pre-service teachers' experience in this area. It would provide a supportive space to engage in promoting parent engagement in learning. It would also enhance the University's community partnerships.

There will be a shift to a greater focus on the classroom teacher/supervisor developing our pre-service teachers APSTs of 3.7 and 7.3. That is, components of the practicum courses such as standard course-based tutorials will be developed and delivered on school sites by curriculum leaders. Curriculum leaders will have a greater role in developing curriculum capabilities and assessment of these.

The implementation of a play-group/rhyme time type set-up where families would bring their children along for a short session run by our students is a future plan if funds/time permit. The reason for this development is to further provide students with an opportunity to engage with families in a structured and mentored way.

We would like to provide opportunities for parents to work with pre-service teachers as they develop understandings about their learners. We would develop case studies where parents, teachers, children and pre-service teachers share their perspectives on learning and on the classroom environment. These could then be used to consider different perspectives and competing agendas that teachers are required to balance in their teaching.

Question 13: Are there any further strategies, programs or projects to support the development of ITE students in this area offered across other sectors of your university?

Four universities stated that such opportunities were offered, but none offered details. No formal offerings were identified, but informal opportunities to engage with students and parents through whole-of-university events such as open days, school student orientation

days and other events were identified by one university. Another university said the School of Education is planning to begin discussions with (unspecified) other sectors of the university during 2018 to facilitate such partnerships.

Question 14: Any further comments/information you wish to provide?

Themes shared by respondents included constraints and demands on ITE programs and their impact on the attempt to implement important innovations:

The demands on teacher courses [are] further eroding important factors such as parent engagement

The ad hoc nature of opportunities for pre-service teachers to actually engage with parents and carers during professional experience in schools was another:

The University has strong partnerships with schools that enhance the opportunities available to ITE students. Nevertheless, the provision of opportunities to engage with parents is at the discretion of the school.

3.6 Summary of Overarching Themes

A range of views and approaches are represented by the responses to the survey, but the over-arching themes are as follows:

1. Teacher educators in Australian universities value preparing pre-service teachers to invite and support parent engagement, and understand its importance

Parent engagement in the learning of their children is valued by teachers and teacher educators, and teacher education programs are designed to prepare pre-service teachers to invite and support such engagement. The inclusion of *Australian Professional Standards for Teachers 3.7, 7.3 and 2.4* and the accreditation of all teacher education programs in Australia have further supported the need to incorporate a range of activities in teacher education programs. It was clear, based on the responses to the surveys, that teacher educators do not need to be convinced of the value and importance of preparing pre-service teachers to invite facilitate parent engagement.

2. Almost all Australian ITE programs include explicit, embedded attention to preparing graduates for parent engagement

Of the 21 teacher education providers that responded to the survey, 20 already reported including courses and activities to prepare pre-service teachers for parent engagement, and the other intended to incorporate such courses in the coming year. This covers a representative sample of Australian institutions, so it is plausible that most institutions include one or more activities intended to support this goal. At the same time, the range of activities – courses, assessment tasks, professional experience placements, simulations and workshops – is varied, and in many cases, providers recognise that more could be done, particularly in relation to rich, authentic opportunities for pre-service teachers to engage with parents and families to develop their skills. Developing, exploring and sharing innovative activities has the potential to enhance the quality and uniformity of teacher preparation, across a large and diverse sector.

3. Constraints related to money, time and other resources can prevent universities from incorporating innovations in this field in the ways and to the extent that they desire

Some universities reported that past innovations and approaches had been withdrawn for budgetary reasons. Financial support is one important piece of the puzzle but access to parent communities, including general as well as specific communities of interest, were described as constraints by several providers. The development of partnerships between universities and schools can enhance opportunities, as can other innovative practices, but simply providing resources to support opportunities for pre-service teachers to develop their skills is crucial.

4. Patterns and approaches to preparing pre-service teachers to invite and support parent engagement are varied across Australia. Some of these differences are appropriate and relate to the diversity of the school and student populations served, others are related to cost and policy constraints.

Australia is a large and diverse country. Teachers teach in remote, rural and urban contexts; at early childhood, primary and secondary levels; and in public and private schools. Different jurisdictions have taken up the re-accreditation process and interpreted the Standards and Procedures in slightly different ways. It is not surprising to find a very diverse range of approaches and practices in relation to preparing pre-service teachers for supporting parent engagement. At the same time, several institutions described having aspirations that were constrained by resource and policy.

CONCLUSION

This report has drawn on both a review of the relevant research literature and an original survey-based research study, with a focus on supporting the learning and development of pre-service teachers as they learn to facilitate parent engagement. It has an additional focus on serving Aboriginal and Torres Strait Islander students and families better.

This report focuses less on other Australian groups that are traditionally considered challenging in terms of parent engagement. These include communities with parents for whom English is not a first language (or is not spoken) and communities of low socio-economic status. There is scope for additional valuable research work in this field, but it is also important to ensure that research is conducted that focuses on facilitating engagement on the part of the parents of **all** students. Much of the work from the United States has focused on minority and diverse communities and there is scope for work with a broader focus.

There is also more research needed on in-service teachers' practice and the development of parent engagement skills, knowledge and dispositions of the **entire** teaching workforce.

To improve understanding of the Australian context and fill in research literature gaps, more detailed analysis and discussion is required. This includes more qualitative research using interviews and discussions with the participating universities.

Important elements to improve the education and parental engagement skills of Australian and international teachers are:

- (1) Sharing best practices and effective approaches between Australian universities
- (2) Developing and disseminating broadly more novel approaches and resources.

This report supports that sharing by framing the current issues and ideas and outlining additional parental engagement research required.

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Families Welcome Report: Appendix A

Target Institutions

This table lists all universities and colleges to which the survey was sent, along with some information about their ITE program offerings, but does not identify the specific universities that returned the survey.

Institution Name	Accredited Undergraduate Programs	Accredited Postgraduate Programs
Australian Catholic University	27	12
Australian College of Physical Education	2	0
Avondale College	5	2
Central Queensland University	3	2
Charles Darwin University	6	2
Charles Sturt University	6	4
Christian Heritage College	3	0
Curtin University of Technology	2	1
Deakin University	5	6
Eastern College Australia	2	2
Edith Cowan University	3	3
Federation University	12	2
Flinders University	10	5
Griffith University	1	2
James Cook University	6	2
La Trobe University	5	2
Macquarie University	5	2
Monash University	24	4
Murdoch University	5	1

Queensland University of Technology	3	3
RMIT University	3	2
Southern Cross University	5	1
Swinburne University	8	3
Tabor Adelaide	6	8
University of Adelaide	10	2
University of Canberra	9	3
University of Melbourne	0	8
University of New England	5	2
University of New South Wales	20	2
University of Newcastle	10	4
University of Notre Dame - Fremantle	5	2
University of Notre Dame - Sydney	5	0
University of Queensland	7	2
University of South Australia	4	1
University of Southern Queensland	6	2
University of Sydney	11	2
University of Tasmania	5	2
University of Technology, Sydney	7	0
University of the Sunshine Coast	5	4
University of Western Australia	0	2
University of Wollongong	10	2
Victoria University	2	2
Western Sydney University	1	4

Totals:	279	117
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Table 2: Member Institutions of the Australian College of Deans of Education (ACE) and ITE Program Numbers

The Survey



SURVEY FOR NADLATE-ARACY PROJECT

PROMOTING PARENT ENGAGEMENT IN LEARNING: MODELS FOR EFFECTIVE PREPARATION IN INITIAL TEACHER EDUCATION IN AUSTRALIA

SURVEY ADMINISTRATOR:

CONTACT DETAILS: Email

Phone

UNIVERSITY:

FACULTY/SCHOOL/UNTT:

- Which of the following approaches/programs does your Faculty/School currently utilise to support initial teacher education (ITE) students to develop competence and confidence to engage parents in learning partnerships to promote children’s learning and development?

[Please tick all applicable options and also indicate whether these apply to undergraduate (U/G) or postgraduate (P/G) ITE courses or both:]

	U/G	P/G	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Specialised discrete academic subjects/units/courses focusing primarily on promoting parent engagement in relation to children’s learning and development
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relevant content embedded in other subjects/units/courses
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional Experience placements specifically requiring students to demonstrate their ability to engage parents in relation to promoting children’s learning and development

			Other outreach programs that focus on promoting parent engagement in relation to children's learning and development
			Academic research relating to promoting parent engagement in relation to children's learning and development
			External partnerships that promote capacity building relevant to promoting parent engagement in relation to children's learning and development
			Other strategies, programs and projects that develop ITE students' knowledge, skills and abilities to build parent engagement in relation to children's learning and development
			Cross-institutional partnerships and programs with other universities aimed at developing ITE students' competence and confidence to engage parents in learning partnerships

Can you please provide further information regarding these approaches in the table on page 2? If more than one person is involved in filling this out please feel free to submit several copies of the table within this document

SURVEY FOR NADLATE-ARACY PROJECT

***PROMOTING PARENT ENGAGEMENT IN LEARNING: MODELS FOR EFFECTIVE PREPARATION
IN INITIAL TEACHER EDUCATION IN AUSTRALIA***

SURVEY ADMINISTRATOR:

Current approaches/programs to develop initial teacher education (ITE) students to effectively engage parents in relation to promoting children’s learning and development	PROGRAM (e.g. ECE, Primary, Secondary)	CORE (Compulsory) UNIT [Tick if relevant]	ELECTIVE UNIT [Tick if relevant] Please also indicate STUDENT INTEREST High/Medium/Low	UNIVERSITY-BASED/ SITE-BASED/ COMMUNITY-BASED	SCHOOL/FACULTY/ UNIVERSITY-WIDE
Specialised discrete academic subjects/units/courses					
Content embedded in other subjects/units/courses					
Professional Experience					
Outreach programs					
External partnerships					
Other strategies, programs and projects (e.g. scholarships)					
Cross-institutional partnerships and programs					

CONTACT DETAILS: Email

Phone

UNIVERSITY:

FACULTY/SCHOOL/UNIT:

Given that it is mandatory for all ITE students to demonstrate achievement of Graduate Teacher Standard 3.7 - Engage parents/ carers in the educative process

1. Is preparation to work effectively to engage parents in relation to promoting children's learning and development **explicit** in your ITE curriculum?

No

2. How are students required to demonstrate their competence in engaging parents effectively to promote children's learning and development?

3. What strategies (if any) are being used to support students in specifically engaging with families of Aboriginal and Torres Strait Islander children?

4. What are the roles of the staff (academic and other) leading this work in professional experience within your Faculty/School? Provide details about their research and their academic leadership.

5. What is the rationale for selecting the approach/es your Faculty/School is undertaking in this area, including any research underpinning these approaches?

6. Which of these approaches do you believe are the most effective for preparing ITE students for teaching in disadvantaged/low SES schools and why?

7. Which project/program/initiative has been most successful in your institution and why?
Please describe the project/program/initiative in detail.

8. Have there been effective past practices or strategies that were unable to be sustained due to lack of funding or other factors?

No

If yes, please provide details below:

9. What other structural or systemic barriers may impact on your ability to focus your degree programs in this space?

10. Are there any programs or strategies planned for the future that your Faculty/School would implement if available resources, skills and funding were available?

No

If yes, please provide details below:

11. Has research within your Faculty/School or by others identified particular graduate competencies/dispositions that support students in developing confidence and competence to engage parents effectively to promote children's learning and development?

No

If yes, please provide details below:

12. How do you evaluate the effectiveness of these programs/ initiatives/ approaches within your Faculty/School?

In answering this question could you please comment on:

- What metrics you use in evaluation (e.g. student outcomes measured by assessment, student-teacher academic performance, pre-service teacher unit/subject/program satisfaction/feedback, etc)
- At what stage/s is this aspect of the graduate teacher standards evaluated (e.g. formative, summative, after the program)?
- Would you be prepared to share any public domain evaluations you have undertaken that are specific to supporting initial teacher education (ITE) students to develop competence and confidence to engage parents in learning partnerships to promote children's learning and development?

13. Are there any further strategies, programs or projects to support the development of ITE students in this area offered across other sectors of your university?

No

If yes, please provide details below:

14. Any further comments/information you wish to provide?

- THANK YOU FOR COMPLETING THIS SURVEY -

PLEASE FORWARD TO ANNE SZADURA AT: projectmanager@acde.edu.au

Families Welcome Report: Appendix B

De-identified Survey Data

NADLATE-ARACY PROJECT

PROMOTING PARENT ENGAGEMENT IN LEARNING: MODELS FOR EFFECTIVE PREPARATION IN ITE IN AUSTRALIA

SURVEY RESULTS (DE-IDENTIFIED DATA)

NOTE: This survey was sent out to the 43 member institutions (including four private providers) of the Australian Council of Deans of Education (ACDE). 49% (21) of institutions completed the survey.

[1 ACT; 4 NSW; 6 QLD; 1 NT; 2 SA; 2 VIC; 1 TAS; 4 WA]

1. **Approaches/programs currently utilised to support initial teacher education (ITE) students to develop competence and confidence to engage parents in learning partnerships to promote children's learning and development?**

8 UG

5 PG

Specialised discrete academic subjects/units/courses focusing primarily on promoting parent engagement in relation to children's learning and development.

18 UG

18 PG

Relevant content embedded in other subjects/units/courses

15 UG

12 PG

Professional Experience placements specifically requiring students to demonstrate their ability to engage parents in relation to promoting children's learning and development.

<p>7 UG 3 PG</p>	<p>Other outreach programs that focus on promoting parent engagement in relation to children’s learning and development</p>
<p>11</p>	<p>Academic research relating to promoting parent engagement in relation to children’s learning and development</p>
<p>8</p>	<p>External partnerships that promote capacity building relevant to promoting parent engagement in relation to children’s learning and development</p>
<p>6</p>	<p>Other strategies, programs and projects that develop ITE students’ knowledge, skills and abilities to build parent engagement in relation to children’s learning and development</p>
<p>1</p>	<p>Cross-institutional partnerships and programs with other universities aimed at developing ITE students’ competence and confidence to engage parents in learning partnerships</p>

FURTHER INFORMATION REGARDING THESE PROGRAMS

Specialised discrete academic subjects/units/courses

Program details	Core (Compulsory) Unit	Elective Unit [Student Interest]	University-based/Site-based/Community-based	School/Faculty/University-wide
All (UG and PG) [Institution 3]	√	√ [Student interest depends on the course. Secondary students are less interested.]		
K-12, Birth to 5, Early Childhood & Primary [Institution 5]	√		Both	School
MTeach – Primary and Secondary (GE) BEEd – Primary and Secondary BEEd – Early Childhood/Primary BTechEd (Industry) [Institution 7]	√ √ √ √		University-based	
UG: ECE, Primary [Institution 8]	√			
Undergraduate – ECE	√		University-based	School

All students enrolled in the ECE program take this unit. [Institution 9]				
UG: ECE, Primary and Secondary Unit: <i>Children's Development: Conception to 3 Years</i> [Institution 11]	√		University-based	School
BEd – ECE and Primary [Institution 12]	√	None of the units in the accredited ITE program are electives	University-based	School
PG Unit: <i>Developing and Managing the Infant and Early Childhood Learning Environment</i> [Institution 15]	√		University-based	
BEd (Early Childhood Education) [Institution 17]		√ [Medium interest]	University-based	School
UG and PG BEd (ECE) MTeach (ECE)	√		University	School

[Institution 21]				
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Content embedded in other subjects/units/courses

Program details	Core (Compulsory) Unit	Elective Unit	University-based/Site-based/Community-based	School/Faculty/University-wide
BTeach [Institution 1]	√ [<i>Schools and Policy</i>] [<i>Issues in Contemporary Education</i>]			
Content related to developing student competence and skills in working with parents is embedded in some core units in the undergraduate (Bachelor) and postgraduate (Master of Teaching) courses. This includes the reading of academic research relating to parent interaction and lecture and tutorial activities that explore this topic [Institution 2]	√		University-based	
All (UG and PG) [Institution 3]	√			

Units: <i>Assessment, Moderation and Reporting and Teaching and Learning 3/Assessment and Reporting</i> across ECE/Primary/Secondary courses [Institution 4]	√		Community-based	School. Unit in multiple courses offered by internal and external modes.
K-12, Birth to 5, Early Childhood & Primary, BTeach, MTeach [Institution 5]	√		University	School
BEd (Primary) and BEd (Secondary) Further information regarding subjects listed below. * [Institution 6]				
MTeach – Primary and Secondary (GE) BEd – Primary and Secondary BEd – Early Childhood/Primary BTechEd (Industry) [Institution 7]	√ √ √ √		University-based	

UG and PG: ECE, Primary, Secondary [Institution 8]	√			
UG and PG: ECE, Primary and Secondary A number of units within each of these programs include content on family and community involvement. [Institution 9]	√		University-based	
PG – Secondary [Institution 10]	√		University-based	
UG: ECE, Primary and Secondary Units: <ul style="list-style-type: none"> ▪ <i>Social and Emotional Development in Early Childhood</i> ▪ <i>Children’s Development: Conception to 3 Years</i> ▪ <i>Children in Families and Communities</i> ▪ <i>Literacy – Birth to 8 Years</i> ▪ <i>Teaching Children with Disabilities</i> [Institution 11]	√		University-based	School

BEEd – ECE, Primary and Secondary MTeach – ECE, Primary and Secondary [Institution 12]	√		University-based	School
UG and PG: ECE, Primary, Secondary Units: <ul style="list-style-type: none"> ▪ <i>Educational and Professional Practice</i> ▪ <i>Inclusive Practices in Education Settings</i> ▪ <i>Preparing for the Profession</i> [Institution 13]	√		University-based	
BA, BEd MTeach (Secondary) [Institution 14]	√	√ [High interest amongst students]	University	School
PG: Early Childhood, Primary, Secondary [Institution 15]	√			
BEEd (Primary) BEEd (Secondary) MTeach (Primary) MTeach (Secondary) [Institution 16]	√			

<p>In a number of units, students are guided in including parents. It is a strong focus in the professional engagement unit that addresses the Australian Professional Teaching standards in detail.</p> <p>In the Early Childhood Education programs (UG and PG), parent engagement is embedded in almost every unit.</p> <p>[Institution 17]</p>	√		University	School
<p>ED2094: Early Childhood Language and Literacy</p> <p>And</p> <p>ED2194: English Education for Primary School</p> <p>[Institution 18]</p>	√			
<p>PG:</p> <p>MTeach (Early Childhood)</p> <p>and</p>	√	√ [there are also some elective units]	University-based	

<p>MTeach (Early Childhood & Primary)</p> <ul style="list-style-type: none"> • Educational Foundations (EC) • Educational Leadership (EC & Primary) • Australian Indigenous Education Place-based (Indigenous) • Promoting Student wellbeing <p>Master of Teaching (Secondary)</p> <ul style="list-style-type: none"> • Educational Foundations (Secondary) • Promoting Student Well-being <p>Master of Teaching (Secondary) Internship</p> <ul style="list-style-type: none"> • Evidence-based Learning and Teaching (1) <p>[Institution 19]</p>	<p>√</p> <p>√</p>	<p>Elective: Australian Indigenous Education</p>		
<p>UG:</p> <p>In BEd (Primary)</p> <p>In BEd (Secondary) HPE course. Units:</p> <ul style="list-style-type: none"> • EDPS201: Quality Teaching and Learning in 	<p>√</p> <p>[both UG and PG]</p>		<p>University</p>	<p>School</p>

<p>Secondary Education I</p> <ul style="list-style-type: none"> • EDPS301: Quality Teaching & Learning in Secondary Education II • EDPS401: Quality Teaching and Learning in Secondary Education III • EDPS402: Leadership Management and Professional Learning in Secondary Education • EDPH401: Application of Health Education in School and Community Settings <p>PG: In MTeach. Units:</p> <ul style="list-style-type: none"> • EDMT903: Communication for Teachers – Focus topic now embedded in secondary method combined lectures – communication with all stakeholders • EDMT906: Aboriginal Education – Partnerships with Aboriginal Parents and Communities • EDMT907: Teachers and Community <p>[Institution 20]</p>				
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UG and PG BEd and MTeach with Primary and Secondary specialisations [Institution 21]	√		University	School
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*** Further information from Institution 6**

Courses in the BEd (Primary) program that evidence APST 3.7 (Engaging parents/carers in the educative process):

- Teaching as a profession – Learning Outcome 1; Task 2: School Study
- First Australians and the Education System – Learning Outcome 4; Task 1: Reflective Journal
- Evidencing Impact – Learning Outcomes 4,5; Task 2: The Professional Profile
- Professional Practice in Special Education – Learning Outcome 3; Task 1: Action Plan
- Inclusive Classrooms – Learning Outcomes 1, 3, 4; Task 2: Planning with the student in mind
- The xxxx Graduate Teacher – Learning Outcomes 1, 2; Task 1 – Professional Portfolio

Courses in the BEd (Primary) program that evidence APST 3.7 (Engaging parents/carers in the educative process):

- Teaching as a profession – Learning Outcome 1; Task 2: School Study
- First Australians and the Education System – Learning Outcome 4; Task 1: Reflective Journal
- Evidencing Impact – Learning Outcomes 4,5; Task 2: The Professional Profile
- Inclusive Classrooms – Learning Outcomes 1, 3, 4; Task 2: Planning with the student in mind
- The xxxx Graduate Teacher – Learning Outcomes 1, 2; Task 1 – Professional Portfolio

Further information about the assessment items is included in the survey response (if needed)

Professional Experience

Program details	Core (Compulsory) Unit	Elective Unit	University-based/Site-based/Community-based	School/Faculty/University-wide
<p>This Graduate Standard is addressed during professional experience placements in primary and secondary programs (both UG and PG). Mentor teachers discuss issues related to working with parents, but the extent to which ITE students actually interact with parents is dependent on the opportunities made available by the school.</p> <p>[Institution 2]</p>	√		Site-based	
<p>All (UG and PG)</p> <p>[Institution 3]</p>	√		Site-based	
<p>Multiple ECE/Primary/Secondary courses</p> <p>[Institution 4]</p>	Live simulations pre-prac and authentic during prac		Site-based	
<p>K-12</p> <p>[Institution 5]</p>	√		Site-based	School
<p>BEd – Primary and Secondary</p> <p>BEd – Early Childhood/Primary</p>	√		Site-based	

[Institution 7]				
UG and PG: ECE, Primary and Secondary All Education programs require students to meet the Standards. [Institution 9]	√		School/Centre-based	
PG: Secondary [Institution 10]	√		University-based	
UG: ECE, Primary and Secondary Units: <ul style="list-style-type: none"> ▪ <i>Professional Experience Birth to 3</i> ▪ <i>Professional Experience 1: Introduction to Educator's Practices</i> ▪ <i>Professional Experience 2: Curriculum & Pedagogy</i> ▪ <i>Professional Experience 3: Assessment and Reporting</i> ▪ <i>Leadership and Advocacy in Early Childhood</i> ▪ <i>Professional Experience 4: Teacher as Inquirer</i> [Institution 11]	√		University-based	School
All undergraduate and postgraduate courses	√		University-based and site-based	School

[Institution 12]				
<p>All undergraduate and postgraduate courses</p> <p>BEd: Professional Experience 1 (20 days); Professional Experience 2 (30 days); Professional Experience 3 (30 days)</p> <p>TOTAL: 80 days</p> <p>MTeach: Professional Experience 2 (10 days); Professional Experience 3 (20 days); Professional Experience 4 (25 days)</p> <p>TOTAL: 60 days</p>	√		Site-based	
[Institution 13]				
<p>PG:</p> <ul style="list-style-type: none"> ▪ <i>Professional Practice A</i> ▪ <i>Professional Practice B</i> <p>[Institution 15]</p>	√		University-based and school-based	
<p>BEd (Primary)</p> <p>BEd (Secondary)</p> <p>MTeach (Primary)</p> <p>MTeach (Secondary)</p> <p>[Institution 16]</p>	√			

<p>Student assessment is an Australian Professional Teacher Standard and NQS, so parent connection is assessed.</p> <p>In the Early Childhood Education programs (UG and PG) there are 5 compulsory units of professional experience.</p> <p>[Institution 17]</p>	<p>√</p> <p>√</p>		<p>Site-based at schools and child-care centres.</p>	<p>School</p>
<p>The Teaching Practice Assessment report includes a checklist against the Standard 3.7: Engage parents/carers in the educative process for all practicum subjects (outlined below under their relevant course).</p> <p>MTeach (Early Childhood)</p> <ul style="list-style-type: none"> • Clinical Teaching Practice 1, 2 & 3 Seminar program held on site includes a session on parent participation <p>MTeach (Early Childhood & Primary)</p> <ul style="list-style-type: none"> • Clinical Teaching Practice 1, 2 & 3 • Clinical Teaching Practice (EC) 	<p>√</p>		<p>Site-based (schools and/or Early Childhood Centres)</p>	

<p>Primary seminar program held on site includes a session in parent participation</p> <p>MTeach (Primary)</p> <ul style="list-style-type: none"> • Clinical Teaching Practice 1, 2 & 3 Seminar program held on site includes a session in parent participation. <p>In addition, Teacher Candidates undertaking one of these practicum subjects in the Northern Territory – where schools emphasise the importance of parent/carer engagement.</p> <p>MTeach (Secondary)</p> <ul style="list-style-type: none"> • Clinical Teaching Practice 1, 2 & 3 Seminar program held on site includes a session in parent participation. <p>In addition, Teacher Candidates undertaking one of these practicum subjects in the Northern Territory – where schools emphasise the importance of parent/carer engagement.</p>				
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<p>MTeach (Secondary) Internship</p> <ul style="list-style-type: none"> • Developing Clinical Practice 1 & 2 Interns are supported by their school of employment with home school communication. <p>[Institution 19]</p>				
<p>UG: BEd (Primary)</p> <p>PG: Professional Experience in MTeach – engagement as follows:</p> <ul style="list-style-type: none"> • Participation in parent-teacher interviews • Communication with parents on student progress • As part of school committees such as AECGs and P&C meetings • Interaction with canteen staff, who are often students’ parents <p>[Institution 20]</p>	√		School-based	
<p>UG and PG BEd (ECE) MTeach (ECE)</p>	√		Site-based	

[Institution 21]				
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Outreach programs

Program details	Core (Compulsory) Unit	Elective Unit	University-based/Site-based/Community-based	School/Faculty/University-wide
<i>Romp in the Park</i> [Institution 3]			Sponsored by the University – a morning full of free activities for children as well as information for young families.	
University's Childcare Centre [Institution 4]			Community-based	
BTeaching (Outreach and Community Education) [Institution 7]	√		Community	
UG: ECE, Primary [Institution 9]		√	School/Centre-based	
UNITECH APY LANDS <i>Professional Experience 3: Assessment and Reporting</i>		√		

[Institution 11]				
Twilight seminars and Learning Lounges – Professional Development in conjunction with local school teachers and leaders on a range of topics including ones that impact on engagement with parents. [Institution 12]	Not compulsory		Site-based	School
<i>Contemporary reforms in Early Childhood Education and Care</i> [Institution 15]			University-based	
BEd (Primary) includes an outreach program [Institution 20]	√		University-based	School

External partnerships

Program details	Core (Compulsory) Unit	Elective Unit	University-based/Site-based/Community-based	School/Faculty/University-wide
With local stakeholders [Institution 3]				
Association for Childhood Education International (ACEI) Professional association membership [Institution 4]			Direct information regarding project and grant opportunities to relevant researchers.	School
K-12 and Hub Project [Institution 5]				
UG: ECE and Primary [Institution 9]		√	Community-based and University-based	
Various childcare centres and pre-school sites, non-government organisations and local government libraries and schools, schools' ministry group [Institution 11]				School
Anglicare and schools – 'Engaging families in Numeracy' and Maths Club workshops and activities.				

[Institution 13]				
There is a partnership with <i>Good Start Learning</i> in the ECE programs. [Institution 21]			Community-based	

Other strategies, programs and projects

Program details	Core (Compulsory) Unit	Elective Unit	University-based/Site-based/Community-based	School/Faculty/University-wide
<p>Growing Our Own Indigenous Teachers program in partnership with Catholic Education Office.</p> <p>Also consultations on policy with colleagues engaged in programs such as <i>'Parents as First Teachers'</i>.</p> <p>Play group outreach.</p> <p>[Institution 4]</p>			<p>Site-based</p> <p>Community-based</p>	School
<p>UG: ECE and Primary</p> <p>[Institution 9]</p>		√	<p>Community-based and</p> <p>University-based</p>	
<p>Wider field experience is mandated in all ITE programs. These experiences may include experience of</p>	This is not compulsory		Site-based	School

<p>engagement with parents and the wider community.</p> <p>The Coast to Country program offers students the chance to experience rural contexts, which contribute to their capacity for community engagement.</p> <p>Scholarships are also offered to students who wish to undertake their professional experience in a rural or remote location, which increases this capacity further.</p> <p>[Institution 12]</p>				
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Cross-institutional partnerships and programs

Program details	Core (Compulsory) Unit	Elective Unit	University-based/Site-based/Community-based	School/Faculty/University-wide
<p>Member of group of state-based universities that collaborate on professional practice related issues.</p> <p>[Institution 15]</p>				

Given that it is mandatory for all ITE students to demonstrate achievement of Graduate Teacher Standard 3.7 – Engage parents/carers in the educative process.....

1. Is preparation to work effectively to engage parents in relation to promoting children’s learning and development explicit in your ITE curriculum?

Yes: 20

No: 1

2. How are students required to demonstrate their competence in engaging parents effectively to promote children’s learning and development?

- Devise strategies using Home School Communication Manual and using ideas from Educating Essex and Tough Young Teachers and associated series. [Institution 1]
- Students demonstrate their competence on placement if an opportunity is provided. This might include classroom communication or parent/teacher interviews for reporting purposes. Students are encouraged to actively seek opportunities. [Institution 2]
- In targeted assessment items and during professional experience. Students who undertake an embedded Diploma of ECE also complete additional assessment tasks and an early childhood placement. [Institution 3]
- In the unit *Assessment, Moderation and Reporting*, the second assignment requires students to give an example of how they would report formally and/or formatively, e.g. a feedback script or reporting script.
Students demonstrate engagement through practicum through their application of ECE frameworks (EYLF/ACECQA) quality standard. This is demonstrated in a culmination of evidence of learnings in practice, with an ePortfolio presented.
[Institution 4]
- Strategy developed in subject assessment and reporting.
Students implement strategy during placement and documented in portfolio
[Institution 5]
- Through coursework assessment items and through Professional field-based work in classroom on practicum reports. [Institution 6]

- Students in graduate entry programs and the Bachelor of Technology Education are required to demonstrate their competence in engaging parents and through content knowledge and assessment tasks.

In undergraduate programs (Primary and Secondary) students are required to undertake assessment tasks in designated subjects.

Students are aware of the assessment requirements that are mapped against the Graduate Teacher Standards 3.7, 5.5 and 7.3.

In the Early Childhood/Primary degree students are assessed on parent engagement during professional experience and requirements are linked to the Early Years Learning Framework (EYLF).

All programs have critical tasks dedicated to students collecting information on standards that address engaging parents to promote children's learning.

[Institution 7]

- They have to write a classroom action plan that includes how they engage with parents.
[Institution 8]

- In ECE, a specialised course requires students to demonstrate their theoretical understanding of the importance of engaging parents (and the community) in the educative process and students are assessed on their ability to demonstrate a strategy for engaging parents. Across ECE, Primary and Secondary, students cover content and are assessed on their ability to create and implement strategies particular to the content of that course. For example, in the literacy course across ECE and Primary, students must create a reading strategy/tool for children to work with at home with the assistance of the carer/parent. Across all ITE programs, students are assessed in the field (during the final professional experience) against the Standards (inclusive of 3.7).

[Institution 9]

- Via the following units:
 - *Engaging Diverse Learners* – Assessment Item 2: Problem-solving task addressing Unit Content: 'Developing awareness of students' personal, social and moral development' (APST 3.7)
 - *The Professional Practice of Educators* – Assessment Item 1: Presentation/Critique addressing Unit Content 'Social class and education and working with parents and the wider community in diverse contexts, in a way that includes the development of cultural awareness and sensitivities' (APST 3.7)
 - *Field Studies 2 – Field Experience 2* – Assessment Item 1: Professional Experience and the DET 'Final Professional Experience Recommendations' report (Sections 2, APST 3.7; Section 5, APST 7.3).

[Institution 10]

- Via the following:
 - Letter of introduction to parents and caregivers
 - Students to prepare Parent-Teacher interviews
 - Report writing
 - Interaction with parents at the beginning and end of each day
 - Engagement with parents through pedagogical documentation such as learning stories
 - Professional experience report indicating pre-service teacher engages with families on a daily basis.

[Institution 11]

- **SPE courses:**

Due to the fact that it is difficult to ensure that pre-service teachers have the opportunity to address both APST 3.7 and 7.3 in SPEs, depending on the unit of work being taught, the timing of the placement and other school organisational considerations, these two APST on Professional Experience Reports are optional for the supervising teacher to comment on. This does not mean however, that the standards are not addressed in SPE course content. The new Master of Teaching (Secondary) has the following course content descriptor in its final SPE course: *Developing productive relationships with parents and carers, colleagues and students through sustained conversations*. Additionally, through their e-portfolio, students will reflect on all APST including 3.7 and 7.3 and evidence of these.

- **Other courses:**

Engagement with parents (APST 3.7 and 7.3) is addressed through other courses in each of the undergraduate and postgraduate programs. For example, in the **Bachelor of Primary**, several courses have assessment which addresses APST 3.7 and focus on engagement with parents in the educative process. These tasks include a sequence of lesson plans and teaching segment; conference poster and reflection; and a scoring rubric and reflective essay.

In the **Secondary Double Degree programs**, APST 3.7 is addressed 9 tasks across the program, for instance, in the following ways: a professional portfolio - APST scan of diversity in the classroom; APST 7.3 is addressed through: Code of Conduct. The APST 7.3 is addressed in 9 tasks across the program, for example: reflective portfolios; and case studies.

In the new **Master of Teaching (Secondary)**, APST 3.7 is assessed in 11 tasks across the program. Such tasks include topics such as: assessment principles and practices in secondary school; assessment products and teaching and learning sequence; professional conversation – student learning needs; and reflective portfolio – scan of individual learner needs in the classroom. In this program APST 7.3 is addressed in 10 tasks across the program. Such tasks are on topics including: research essay – what is data and how is it used?: reflective portfolio; case study report; and individual learner needs.

[Institution 12]

- **Coursework:**

- In the unit *Ethics, Education and Professional Practice* students are asked to consider effective forms of ethical engagement with parents and/or carers, specifically in relation to Standards 3.7

and 7.3, in three key ways. At the theoretical level, students take a full semester week (including the lecture and tutorials) to review a range of critical, scholarly and professional sources that consider parents' rights and interests and how these play out in practice (and consider the moral status of parents in relation to the children's rights and interests). In tutorials these theoretical positions are used to inform responses to case studies and student experiences and consider how a range of views can be positioned in relation to the Australian Professional Standards for Teachers, The Melbourne Declaration, relevant Codes of Conduct and related legislative instruments. Students also access a guest lecture by a teacher who shares with them a number of strategies that may be employed to engage parents and carers in their children's learning. The final assessment task requires students to examine a case study involving parent engagement, and address it using the afore-mentioned resources to inform a proposed strategy to respond professionally to a situation of ethical significance concerning parents' and carers' relationships with their children's educational encounters.

- In the unit *Inclusive Practices in Education Settings*, the first learning outcome is that pre-service teachers will be able to 'Evaluate the implications of legislation and professional teacher standards that relate to inclusive education.' In particular, the UN's Universal Declaration of Human Rights (1948) is explored, including Article 26(3) which states that 'Parents have a prior right to choose the kind of education that shall be given to their children.' Also, the 'teaching standards' referred to here include 3.7 and 7.3. Pre-service teachers engage with Epstein's research parent involvement, in the context of effective, collaborative, and inclusive practice. More specifically, pre-service teachers address parent engagement in Assessment Task 3 ('Learning and Teaching for a Student with Disability'). One of the assessment criteria for this task is to 'Apply terms from and principles of the Disability Standards for Education 2005' (which includes consultation with the student's 'associate' or parent/carer) and another criteria requires pre-service teachers to 'Describe strategies to involve parents/carers in the educative process.' Pre-service teachers must satisfy all assessment criteria to merit a passing grade in the task, and satisfy all learning outcomes to successfully complete the unit.
- In the unit *Preparing for the Profession* students engage with a range of blended learning activities and the Australian Professional Standards for Teachers (graduate level) designed to help their transition from pre-service teacher to beginning teacher as they enter the profession. Specifically, module 3 entitled 'Learning Partnerships' focuses on the various stakeholders, such as parents and carers, that teachers will work with to ensure the best outcomes for their students.

Placement

Bachelor of Education

In their *Professional Experience 1* placement, pre-service teachers are assessed by school-based Colleague Teachers on the ways in which they engage with parents/carers (Australian Professional Standards for Teachers 3.7 and 7.3). This assessment is based on their ability to demonstrate an approachable respectful and professional demeanour when talking with parents/carers and members of the school community.

In their *Professional Experience 2* placement, pre-service teachers are assessed by school-based Colleague Teachers on the ways in which they engage with parents/carers (Australian Professional Standards for Teachers 3.7 and 7.3). This engagement is assessed in three ways:

- Collaborating with the colleague teacher to develop strategies for involving parents/carers;
- Demonstrating an ability to communicate with parents/carers in ways that support student learning; and
- Identifying and implementing strategies to ensure successful communication occurs across the school community.

In their *Professional Experience 3* placement, pre-service teachers are assessed by school-based Colleague Teachers on the ways in which they engage parents/carers in the educative process (reflecting Australian Professional Standards for Teachers 3.7 and 7.3). This engagement is assessed in three ways:

- Developing strategies for involving parents/carers;
- Demonstrating an ability to communicate with parents/carers in ways that support student learning; AND
- Understanding and using strategies for working effectively, sensitively and confidentially with parents/carers and the school community.

For each Focus Area assessed on PE placements, the following levels of achievement are reported:

A - Achieved and exceeded expected standard

C - Competently demonstrated expected standard

D - Developing towards expected standard

F - Failed to demonstrate expected standard

In order to successfully pass the relevant placement, pre-service teachers must not receive F for any Focus Area (e.g. 3.7 or 7.3) or more than one D for any one Standard. As well as the mentoring provided by Colleague Teachers, the School provides support for pre-service teachers in achieving these expectations through coursework, as well as through materials and advice from the Director of Professional Experience who operates across the School, Professional Experience Leaders assigned to the course, and University Mentors assigned to each individual pre-service teacher.

Master of Teaching

In their *Professional Experience 2* placement, pre-service teachers are assessed by school-based Colleague Teachers on the ways in which they engage with parents/carers (Australian Professional Standards for Teachers 7.3) through demonstrating ‘an approachable, respectful, and professional demeanour when talking with parents/carers and members of the school community’.

In their *Professional Experience 3* placement, pre-service teachers are assessed by school-based Colleague Teachers on the ways in which they engage parents/carers in the educative process (reflecting Australian Professional Standards for Teachers 3.7). Specifically, the pre-service teacher ‘in collaboration with the Colleague Teacher, develops strategies for involving parents/carers’ and ‘demonstrates an ability to communicate with parents/carers in ways that support student learning.’ In evidencing Standard 7.3 on PE3, the pre-service teacher ‘identifies and implements strategies to ensure successful communication occurs across the school community.’

In their *Professional Experience 4* placement, pre-service teachers are assessed by school-based Colleague Teachers on the ways in which they engage parents/carers in the educative process (reflecting Australian Professional Standards for Teachers 3.7). Specifically, the pre-service teacher independently ‘develops strategies for involving parents/carers’ and ‘demonstrates an ability to communicate with parents/carers in ways that support student learning.’ In evidencing Standard 7.3 on PE3, the pre-service teacher ‘understands and uses strategies for working effectively, sensitively and confidentially with parents/carers and the school community.’

For each Focus Area assessed on PE placements, the following levels of achievement are reported:

A - Achieved and exceeded expected standard

C - Competently demonstrated expected standard

D - Developing towards expected standard

F - Failed to demonstrate expected standard

In order to successfully pass the relevant placement, pre-service teacher must not receive F for any Focus Area (e.g. 3.7 or 7.3) or more than one D for any one Standard. As well as the mentoring provided by Colleague Teachers, the School provides support for pre-service teachers in achieving these expectations through coursework, as well as through materials and advice from the Director of Professional Experience who operates across the School, Professional Experience Leaders assigned to the course, and University Mentors assigned to each individual pre-service teacher.

[Institution 13]

- **MTeach Subject:**

- Background: Groups of less than 5 students work in a semester-long simulation of an Action Learning Team (ALT), using a scenario where they are a team of teachers in a particular school and their principal has asked them to develop strategies for engaging parents/carers.
- At the end of the semester the ALTs (students) present and justify the strategies they have developed for the school to the principal (lecturers) and colleagues (other students). There is also a written component of the task where ALTs write a report on the strategies they have developed.

- **BA and BEd Subject:**

This is not assessed, but as part of intercultural education in Geography teaching, we address community groups in the state, the experiences of children who do not speak English when encountering schools for the first time, in Social and Environmental Education 1.

- **ITE Elective:**

This subject does not require that students demonstrate competence – it is more about raising awareness. The assignments give the students flexibility to address parent-teacher interactions: in one assignment pre-service teachers interview an early career teacher about issues that they have dealt with in their first few years. We found that interacting with parents was regularly raised as a challenge that early career teachers had to deal with. In the second assignment students were asked to post scenarios devised by them and then select from the scenarios to develop a response to ‘what would you do?’ Again, a large number of the scenarios posted involved engaging with parents. This was particularly the case for primary education students.

One workshop (of nine in this subject) focuses explicitly on engaging with parents and caregivers. In this most recent semester, we asked the students to interrogate a DoE policy of their choosing and decide how they would present that to a parent meeting and respond to possible questions that parents may ask. The 'favoured' policies selected by students were cyber-bullying, student welfare and excursions.

Many of the other workshops incidentally included discussion around working with parents in various situations in a school.

[Institution 14]

- During Professional Practice, pre-service teachers are required to meet AITSL Standard 7: Engage professionally with colleagues, parents/carers and the community. Workshops are held prior to professional practice in order to meet all of the AITSL Standards.

In the Primary and Early Childhood MTeach, they write assignments and exam answers on engaging parents. For example, an assignment in Language and Literacy in Early Childhood, there is an examination question on engaging parents in this way to enhance language and literacy development.

In the unit *Developing and Managing the Infant and Early Childhood Learning Environment* students assess aspects of parent engagement in EC centres

In the unit *Professional Practice* students share documentation of children's learning with parents.

In the unit *Teaching Concepts*, secondary students examine strategies for engaging with parents and take part in role plays.

[Institution 15]

- Within two of the four PEP placements, the supervising teacher assesses Graduate Teacher Standard 3.7.

Within an assessment task for multiple units an indication and justification of parent and community engagement strategies is required to be articulated.

[Institution 16]

- Through practicum and reflecting in professional engagement in unit. Done both practically and written. Students are observed on prac by University Supervisors to ensure that the standard is met. They write reflections on their experiences with parents. [Institution 17]
- The subject *'Educational Foundations'* includes the following learning outcome: *'Describe and understand a broad range of strategies for involving parents/carers in the educative process'*. This

learning outcome is demonstrated in an assessment task requiring teacher candidates to create a blog that:

- Identifies and summarises an Australian policy on parent and community partnerships
- Selects a practical strategy or action and outlines the academic research supporting this action
- Responds to another teacher candidate's post, citing any research that supports or opposes their strategy.

[Institution 19]

- In the postgraduate MTeach course via the professional experience report.

[Institution 20]

- For ECE students, there is an assessment task in the unit *Family and Community Contexts* wherein students need to investigate perspectives and opportunities and analyse and report on these. It is also assessed as part of their professional placement report for the placement in which they spend 15 days in an ELC.

For other students, it is reported on the placement assessment, in terms of the wording in the PSTs and dependent on opportunity – this is much more nebulous.

[Institution 21]

3. What strategies (if any) are being used to support students in specifically engaging with families of Aboriginal and Torres Strait Islander children?

- Students complete a dedicated unit on working with Aboriginal and Torres Strait Islander children. [Institution 3]
- In the ECE program there is the option of remote community practicums. This includes a number of units targeting Indigenous learners. 50% of learners in the university in the EC setting are Indigenous. There is a high emphasis on parent engagement, but an acknowledgement that ITE students need to get better engaged.

In the unit *Assessment, Moderation and Reporting* pre-service teachers are shown where to seek out links between AC Student Diversity and (as example) the [state] Board of Studies links to EAL/D levels, which in the state comprise a feature of reporting to parents. Separately, in the unit *Professional Experience 1: Teacher as Learner*, pre-service teachers are provided access to topics of interest, which Indigenous scholars have published about. This aims to debunk stereotypes, e.g. the definition of 'gifted' published by an Indigenous perspective. Philosophies of teaching and learning from various Indigenous perspectives. The *Living Archive of Aboriginal Languages* was

shared as a teaching resource for past students in the unit *Teaching and Learning 3: Assessment and Reporting*.

[Institution 4]

- Specific subject such as *Indigenous Australian Studies for Teachers* [Institution 5]
- Coursework develops understandings and sociocultural theories for working with families of Aboriginal and Torres Strait Islander children. There is a course in 3rd year targeted as developing teaching and learning strategies.

First Australians and the Education System

Course in program structure:	Primary Major/Secondary Major, Year 3 Trimester 3
Course developer:	
Short description:	This course focuses on enabling students to demonstrate knowledge and understanding of culture and cultural identity on the education of Aboriginal and Torres Strait Islander students, particularly those for whom English is a second language. The course also requires students to demonstrate a broad knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and its application in the schooling context. An inherent feature of the course is the ability to understand school-community/parent partnerships in Indigenous communities to which graduating teachers may be sent.

[Institution 6]

- In the graduate entry programs, content knowledge covers engagement with Aboriginal and Torres Strait Islander families.
In the Early Childhood/Primary degree, students gain an understanding of culture and general inclusion of all families is covered during the program.
In the undergraduate/primary/secondary program, two subjects address engaging with families of Aboriginal and Torres Strait Islander children. Indigenous staff undertake guest sessions or students visit Child Care Services to discuss appropriate approaches to working with Indigenous families.

[Institution 7]

- There is a stand-alone unit on teaching Aboriginal and Torres Strait Islander children, in which students learn about strategies to engage with the family and community. [Institution 8]
- In ECE students complete two compulsory units that specially address this: one involves families and communities broadly which is inclusive of Aboriginal and Torres Strait Islander families; the other (which is undertaken in all ECE, Primary and Secondary programs) is a specific unit on working with Indigenous children and their families. Additional opportunities in the form of community-based partnerships can also be taken by students across the three programs. Within curriculum courses in all programs (such as literacy, HASS) content also specifically addresses engaging with families of Aboriginal and Torres Strait Islander children. [Institution 9]
- Students are professionally prepared to demonstrate a broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from aboriginal and Torres Strait Islander backgrounds via the following units:
 - *Engaging Diverse Learners*– Assessment Item 2: Problem-solving task addressing Unit Content: Identifying strategies supporting culturally and linguistically diverse students, and embedded Indigenous knowledges (APST 1.4)
 - *The Professional Practice of Educators* – Assessment Item 2: Problem-solving Task addressing Unit Content: Aboriginal and Torres Strait Islander education, ethnicity and race in education (APST 1.4)
 - *Senior Years Field Studies 2: The Professional Practice of Educators* – Assessment Item 1: Professional Experience and the DET ‘Final Professional Experience Recommendations’ report (Section 2, APSTs 1.4 & 2.4). [Institution 10]
- The units:
 - *Teaching and Learning in Aboriginal Education* is offered (in the Graduate Bachelor of Education)
 - *Aboriginal Education, Culture, Curriculum and Change* (in the Master of Teaching)
 - *Education Change and Society*– Diversity, Racism, Sexism, Class and Power (in undergraduate programs) [Institution 11]
- All pre-service teachers take a mandated course entitled: *Aboriginal and Torres Strait Islander Perspectives in Learning and Teaching*. Within this course there is particular emphasis on how pre-service teachers can engage with families to support students in their learning. The course content includes: *Understanding cultural protocols and how to engage with Aboriginal and Torres Strait Islander students, families and communities*. One of the criteria for the case study task in this course is: *Select suitable cultural resources and processes for engagement with and reporting to parents/carers, the community and external professional and community groups*. [Institution 12]

- Via the units *Cultural Awareness/Aboriginal Studies* and *Cultural Awareness: The Non-indigenous and Aboriginal and Torres Strait Islander interface*.
[Institution 13]

- **MTeach Subject**

A lecture-led classroom activity (related to a reading) raises the issues of ‘barriers to participation’ for some communities. From here the idea of ‘perspectives’ is raised.

- Then, as part of the ALT simulation (above), individual students take responsibility for one ‘perspective’ on parent/carer engagement (e.g. Aboriginal and Torres Strait Islander; Culturally and Linguistically Diverse communities; Low SES families; Other school staff (e.g. teachers/management); and, Students). Each student must not only research their own perspective, but also ‘teach’ it to the other members of their ALT in small online forums.
- In other words, all members of the ALT will be involved in a research-led online discussion about engaging Indigenous families.
- When it comes to researching their own schools, the ALTs look to publicly available information about the school community (e.g. demographics, *MySchool*, local government, and others), which invariably raises issues about ‘who’ is in the community (including Indigenous families).
- In addition, at least once a semester there is a ‘special lecture’ where guest speakers speak with students about the topic of parent carer engagement. Speakers have included: principals, staff and students of secondary schools with explicit focus on parent/carer engagement; Family School and Community Partnership Bureau; and from the [state] Principals’ Association.

BA BEd subject

We discuss Indigenous cultural matters and education approaches, and, in passing, implications for interacting with Indigenous parents

[Institution 14]

- The unit *Professional Practice* is done through reflective activities in a dedicated unit on Aboriginal education. Some students have opportunities to work with Aboriginal and Torres Strait Islander students and parents on professional practice but not all.
[Institution 15]

- A designated core unit with a fieldwork component/visit is directly related to Indigenous Educational studies. The associated assessment tasks have a high component of parent and community engagement requirement.
[Institution 16]

- No particular strategies – it is part of the learning content. Bronfenbrenner’s Ecological theory is used as a theoretical basis. The Early Years Learning Framework (EYLF) is a curriculum document that is used extensively in the course and includes particular attention to parent engagement. All students in all courses will know this document well and need to refer to it consistently on pracs and in assignments. Also in the state, the National Quality Standard (NQS) is mandated in all

schools K-Year 2. The NQS includes one whole quality area related to working with families. [Institution 17]

- Subjects such as *Education Foundations* and *Diverse and Inclusive Classroom* focus on social and cultural factors impacting on learning and policies and practices required to support equitable student learning outcomes. In addition, Teacher candidates have the opportunity to further explore the importance and implementation of education and home/school partnerships programs through elective subjects and professional experience placements in the context of Northern Territory. [Institution 19]
- The Bachelor of Education, Primary, has 2 core subjects focused on Aboriginal cultural understandings and exploring the ways to support learners and families from Aboriginal and Torres Strait Islander backgrounds. These are examined through lecture content and tutorial workshopping along with professional reading, assessable in one of the three assessment tasks in the subject.
- In the MTeach, one of the key focus areas of the core subject *EDMT906: Aboriginal Education* is Community Partnerships. In this subject, students are explicitly taught about protocols of communication, the partnership challenges due to transgenerational trauma and colonisation and they are connected with AECG committees where further strategies are learnt and practiced. They are taught about parent and community organisations that support Aboriginal students and parents so as to assist parents with the education of their students. [Institution 20]
- This is an area where a lot of work is needed – a project is planned for 018 to embed a learning framework into units, which has been developed by the Centre for Aboriginal Studies – the Indigenous Perspectives framework. This will address learning about Indigenous knowledges and also about how to work to include Indigenous peoples and Indigenous representation. [Institution 21]

4. What are the roles of the staff (academic and other) leading this work in professional experience within your Faculty/School? Provide details about their research and their academic leadership.

University	Comments
Institution 2	Professional experience placements are embedded in units, hence the role of any academic staff member convening one of these units is to

	<p>prepare students to engage with parents. Students are encouraged to talk with mentor teachers to identify potential opportunities.</p> <p>No staff are currently researching in this specific area.</p>
Institution 3	<ul style="list-style-type: none"> ▪ Most staff who are qualified teachers visit students on the professional experience placements. Staff have varying experiences – academic and personal- in engaging with families. A small number of staff are involved in research focusing on engagement with families, and especially families from diverse backgrounds- e.g. the [state] Library Read4Life project. At various times PG students also focus on family engagement projects. For example, one current student is investigating family engagement strategies in Australia with the view to enhancing family-school engagement in Serbia. Another recent RHD student completed a study of home schooling for families who had ‘disengaged’ with mainstream schooling.
Institution 4	<ul style="list-style-type: none"> ▪ Staff write units with content in this area and engaging in ongoing teacher practice and research. But much more is needed in promoting parent engagement. Historically on practicum pre-service teachers are limited in their contact with parents. ▪ The theme in one staff member’s research and publications is exploration of the dynamics of personal achievement in the school setting, both teachers and also students. This staff member worked with the university and had a leadership role in a primary school, effecting a project to reduce playground discrimination and conflict. It was highly successful and won acclaim – the <i>Parents in the Playground</i> project (mid-1990s).
Institution 5	<ul style="list-style-type: none"> ▪ U/G courses: Staff will assess work through portfolio and mentor students. ▪ Graduate entry students (online) establish a check-in mechanism with their coordinators. ▪ For many years the University has participated in the Menindee Project, embedding students in a remote school. ▪ New research has just commenced on the pilot hub school project using a strengths-based approach.

<p>Institution 6</p>	<ol style="list-style-type: none"> 1. Long-standing collaborative partnerships with the professional community and actively seeks advice through formal consultation processes. One way this has been facilitated is through the School's Community Engagement portfolio position established in 2011; and also through the School Director of Professional Experience, and internship convenors. The consultations include the following: <ul style="list-style-type: none"> • A range of Professional Experience Meetings • The xxxx Teacher Education Industry Advisory Group (monthly meetings) • The xxxx Teacher Education Industry Advisory Group (monthly meetings) • The xxxx Teacher Education Industry Advisory Group (monthly meetings) • The xxxx Education Consultative Committee (until 2016 biannual). • Early Childhood Education Advisory Group (held ad hoc) • Special Needs Academic Advisory Group (held ad hoc). 2. The formation of a Core Development Team that included invited school and system representatives. As the program developed the outcomes from the teamwork has been reported to and advised by the xxxx Teacher Education and Professional Practice (TEPP) Committee. This committee consists of academic program convenors of all ITE offered through the School. 3. The establishment of the One Degree Development team that includes members of the Core Development Team but is expanded to 'expertise groups' associated with Curriculum and Pedagogy; Education Studies and Professional Experience. Their work is on the development of learning, teaching and assessment of all courses as well as Program Vision, Philosophy and renegotiating course design and management in line with the xxxx Model. To this end specific feedback and development processes were put in place: <ul style="list-style-type: none"> • One Degree Program Organisation Site open to all academic staff or continued updates, consultation and development; • Sub-groups of academics leading new course design • Sub-groups of academics leading vision and philosophy design • Curriculum adviser and Blended Learning Adviser meetings. <p>The Head of School and Dean, regularly attends the meetings of the Joint Committee of the Department of Education and Training and the state Council of Deans of Education. These meetings discuss workplace needs and workforce planning in the state's schools in all</p>
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	<p>sectors, and these discussions have informed the development of the mix of Majors and Minors as well as the Program design overall.</p> <p>The Coordinator of initial teacher education & Professional Experience within the School of Education and Professional Studies partners closely with teachers in schools and classrooms to research:</p> <ul style="list-style-type: none"> i) pedagogical practices that build positive learning identities and experiences for students; ii) new ways of understanding and theorising student learning and engagement; iii) teachers' pedagogical knowledge and learning. <p>She also lectures and offers professional development workshops in pedagogical innovation and professional learning, action research, practice as research, engaging students in learning, developing positive learning environments, creative and critical thinking, learning in and through the Arts, inquiry and growth mindsets.</p>
Institution 7	<p>In some programs such as the new Early Childhood/Primary course, there is a strong focus in the final professional experience placement to prepare students for working with parents and care givers. A team of staff work together to develop subject content with a collective research-based approach.</p>
Institution 8	<p>Depends on schools in this regard.</p>
Institution 9	<p>Core courses within the ECE, Primary and Secondary programs are taught by academics who specialise in these areas. For example, one course coordinator completed Doctoral studies in the area of Indigenous Studies. Another has undertaken research on parent and educator perspectives of quality in childcare. Academics who teach in the area of family engagement (including Indigenous families) disseminate latest research to other academics in curriculum unit at staff/curriculum meetings.</p>

Institution 10	The Academic Coordinator, Professional Experience Office
Institution 11	<p>The main work is done within the units</p> <ul style="list-style-type: none"> ▪ <i>Teaching and Learning in Aboriginal Education</i> (offered in the Graduate Bachelor of Education) ▪ <i>Aboriginal Education, Culture, Curriculum and Change</i> (in the Master of Teaching) ▪ <i>Education Change and Society – Diversity, Racism, Sexism, Class and Power</i> (in undergraduate programs) <p>which are core for the undergraduate and Master’s level ITE programs. The staff teaching in these courses are led by Aboriginal and Torres Strait Islander academics and two non-Indigenous staff who have long experience and knowledge of Aboriginal communities. They take the following roles: Course coordination, teaching face to face and online, key university committee membership and advice, running staff workshops. The practicum courses are led by non-Aboriginal staff however they pick up themes from the core Aboriginal and Torres Strait Islander courses in their teaching. Aboriginal and Torres Strait Islander students are placed in selected sites state school and Catholic Education settings that have nominated to have them due to supports being offered and them being non-discriminatory sites.</p>
Institution 12	<p>Course coordinators of SPE courses, which prepare students to go on SPE and to have awareness of the role that teachers have regarding engaging with parents to support student learning, possess relevant school experience themselves – either through their own recent teaching in schools, or through research conducted in our local schools. Additionally, we have a significant group of sessional staff who augment the collective experience pool in this regard. These sessional staff are current teachers or recently retired from teaching roles and possess a great wealth of expertise in this area. Their contribution to pre-service teachers’ understanding of APST 3.7 and 7.3 is of great benefit to our students.</p>
Institution 13	The Director of Professional Experience is a dedicated academic position for partnership liaison with Schools; maintaining and

	<p>improving standards and supporting students in practice. Identifies and promulgates good practices.</p> <p>One of the staff has a current research project in schools on ‘Equipping parents to support their children’s aspirations: What works?’ Funded by DOE HEP project funding.</p> <p>Also ‘Parents Matter: Raising children’s post Year 210 educational aspiration’ via the TAS Community Fund.</p> <p>Facilitating school-parent-community partnerships throughout the state to help children realise their educational potential’ via the Ian Potter Foundation.</p>
<p>Institution 15</p>	<ol style="list-style-type: none"> 1. xxxx is currently engaged in research that assess the effectiveness of parent engagement strategies for Not for Profit organisations and statutory organisations supporting children (birth to four years) and their families. 2. xxxx researches in early childhood social sciences. Lecturer, preparing the primary and early childhood pre-service teachers for professional practice. Preparation includes, but is not limited to; <ul style="list-style-type: none"> • Unpacking and consultation of the AITSL Standards and how to meet these during professional practice. • Programming and planning in all learning areas • Assessment of learning • How to create safe and supportive learning environments • Classroom management strategies, which includes a 3-day workshop from the Ed Dept for a Classroom Management Skills Workshop • Mandatory Reporting Workshop • Presentation from PLC on applying for a job • Representatives from the state’s School Teachers’ Union, and Teachers’ Registration Board 3. xxxx – Lecturer, preparing secondary pre-service teachers for professional practice. <ul style="list-style-type: none"> • Unpacking and consultation of the AITSL Standards and how to meet these during professional practice. • Programming and planning in all learning areas

	<ul style="list-style-type: none"> • Assessment of learning • How to create safe and supportive learning environments • Classroom management strategies, which includes a 3-day workshop from the Ed Dept for a Classroom Management Skills Workshop • Mandatory Reporting Workshop • Presentation from PLC on applying for a job • Representatives from the state's School Teachers' Union, and Teachers' Registration Board
Institution 16	There are no specific designated roles directly relating to leading parent involvement course components.
Institution 17	Academic staff are involved in the assessment of students on practicum experiences and throughout the assessment within the professional engagement unit. There is a dedicated Academic Practicum staff member, whose role is to ensure all pracs meet both AITSL and NQS standards.
Institution 19	<p>Staff supporting standard 3.7 include:</p> <ul style="list-style-type: none"> • Academic staff – teaching subjects • Practicum subject coordinators – one per stream (FTE allocation based on student number) • Clinical Specialists appointed by the University to observe and provide feedback to teacher candidates whilst on placements • Teaching Fellows – School / Centre based staff funded by the University to lead networks of schools, link with the University and support Mentor Teachers • Mentor Teachers allocated to support Teachers Candidates • Professional support staff – organising placements for Teacher Candidates. <p>Research work of key staff is focused on assessing the effectiveness and impact of the Master of Teaching program, in particular the Clinical Teaching approach.</p>

<p>Institution 20</p>	<p>Academic staff lead the core subjects. They lecture and teach in the subjects. They design tutorial content and oversee the assessment tasks. Academic research focuses on the role of parents in children’s education, ways of reporting to parents, and ways to engage parents in classroom life.</p> <p>Professional staff run the PEX unit. The staff oversee preservice teacher allocations to school, they organize and oversee the handbook outlining the requirements for PEX at each year level. A PEX liaison officer is employed to oversee pre-service teacher opportunities within schools.</p> <p>Providing authentic scenarios, exploring key issues in learning through parent-teacher interview/discussion in <i>EDPS222: Teachers as Communicators</i>.</p> <p>Also, Aboriginal Education Coordinator and Pedagogy/Professional Development subject coordinators.</p>
<p>Institution 21</p>	<p>xxx is the Director, Student Experience and Community Engagement. xxx has no research background in this specific sphere at present but has researched inclusive curriculum approaches and theories and in particular, mathematics learning. We are also seeking to make a new appointment in 2018 for a researcher to work in this space.</p>

5. What is the rationale for selecting the approach(es) Faculties/Schools are undertaking in this area, including any research underpinning these approaches?

- The relationship between parent engagement and positive student learning outcomes is recognised. ITE students are explicitly taught about this relationship and encouraged to be pro-active in exploring aspects during their professional experience placements. Nevertheless, the role of the school as the provider of opportunities for students is respected. [Institution 2]
- A main impetus for research focusing on engagement with families is academic staff expertise and interest and specifically the need to enhance engagement for families from more vulnerable contexts, especially regional areas. [Institution 3]
- Very little research identifies what home-school bridges and classroom dynamics situate children's personal identities as 'student'. There's a general assumption that there is a generic reality to be encountered inside the institution of school. Personal experience as a teacher is that due to the Stolen Generation experience, the institutional practices and conventional 'teacher' identity is frightening and alien for many Indigenous families. ECE adopts a holistic approach to engage with children, parents, families and community. This is only possible to some extent with pre-service teachers. The rationale is that it is good practice, but the reality is that until pre-service teachers graduate the extent of such interaction is limited.

[Institution 4]

- Working in a rural/regional context, distance is always a challenge and we utilise the online environment to effect communication. [Institution 5]
- In approaching the design of the Bachelor of Education the leadership team, core development team and contributing teaching teams agreed that our initial teacher education program would attend to but not be limited to employment-related outcomes and competencies. Rather, the program would also deliver a purposeful, meaningful and values-informed education for future teachers and transformative educators (Kemmis et al., 2013). This theoretical framing of an *engaged curriculum* (Barnett & Coate, 2004) poses an overarching challenge for curriculum design in higher education, which is to develop a curriculum that facilitates 'knowing, acting and being' within the particular field or profession, where:
 - **Knowing** refers to the development of critical and personal relationships between students and the intellectual field in question, enhanced through critical engagement with self and others;
 - **Acting** refers to the enactment of practices central to the discipline or profession; not simply skills or performativity, but rather the development of dispositions and an intentionally critical stance, characterised by a preparedness to enact practices considered most appropriate and effective in context; and
 - **Being** incorporates an explicit articulation of professional identities that have both personal meaning and authenticity to the professions' community (after Barnett & Coate, 2004).

Within initial teacher education, it is essential for programs to articulate and be anchored in meaningful visions of teaching and learning (Darling-Hammond et al., 2005; Korthagen et al.,

2006). It is argued that such visions have a dual purpose: i) a programmatic purpose to provide a reference for program design and decision-making; and ii) a purpose in relation to student learning to support preservice teachers in developing strong professional knowledge of practice in ways that 'create robust, articulate and realisable visions of themselves as teachers' (Loughran, 2016:258).

Vision and Philosophy

The School's vision of fostering a 'dynamic community of scholarly professionals leading socially-just educational and cultural change through engaged critical thinking' frames the development of the distinctive foundation year, major pathways and the development of areas of specialisation, an integrated professional experience suite, and the capstone experience. At xxxx, our priority is to prepare teachers for the state and the world, and so our ITE programs prioritise graduates' development of a global perspective on humanity, social justice and sustainability. Our overarching vision is to foster transformative teachers who identify as scholarly professionals capable of leading cultural change through their own engaged critical thinking and practice. The program entails a suite of courses and professional learning experiences that foster the kinds of *knowing, acting and being* that contemporary teaching requires.

Drawing on the School's vision as a design principle guards against transmissive or 'banking' models of teacher education (Kosnick & Beck, 2009) and instead provides an explicit frame of reference for a clearly articulated, engaged curriculum design (Barnett & Coate, 2004); a values-based vision for students of themselves as future teachers (Loughran, 2016) with critical dispositions and transformative orientations to education (Kemmis et al., 2013). The vision also facilitates curriculum design and decision-making, facilitating coherent and integrative linkages amongst courses, between professional experience and coursework, and connecting university pedagogies to classroom practices (Darling-Hammond et al., 2005; Korthagen et al., 2006).

The Bachelor of Education is a flexible yet focused degree for a complex profession. A foundational assumption is that educators in all sectors share key values and knowledge that distinguish the teaching profession as one of the most critical occupations in contemporary society. This foundation is reflected in the design of the Bachelor of Education program. It introduces prospective teachers to core professional values and knowledge as a base on which to build rigorous, specialised knowledge equipping them to contribute to and lead education provision in primary and secondary schools. The degree is constructed in the belief that education and the teaching profession are historically, culturally and socially important endeavours that are undergoing continuous change as they respond to the demands of a busy, globalised, technological, competitive and often inequitable world. The program seeks to develop teachers who can contribute to this professional response in knowledgeable, critical, imaginative, and ethical ways. The principles of the Bachelor of Education degree are:

- Lifelong learning as a central concern for teachers and their students in a world that is producing knowledge and associated challenges at a rapid rate.
- Sensitivity to social justice and the role education and teachers can play in promoting it.
- Leadership as a fundamental characteristic of teaching.
- Understanding of the contexts and purposes of education that shape the day-to-day work and challenges of teaching.
- Understanding of and commitment to contemporary standards of the teaching profession.

[Institution 6]

- The approach values expertise across all campuses to ensure the best quality learning outcomes for students. This means research experts integrate their knowledge and subject development that in some cases are core subjects – shared over several campuses.
In Early Childhood, this approach connects with the Early Years Learning Framework and requirements for early childcare services to report on partnerships with parents.
[Institution 7]
- It is documented but no specific approach or rationale underpinning what is happening.
[Institution 8]
- The specialised unit in the ECE program exists as recognition that the early years of development and learning does not occur in isolation from the family and wider community. The unit takes a sociological perspective and explores both theory and practice in engaging families and communities for the benefit of the child. In the primary program, more courses than in the Secondary program include content that address family and community engagement with a specific focus on the strategies students can employ to initiate and maintain positive partnerships.
[Institution 9]
- The approaches adopted by the School of Education for this purpose have been largely guided by the mandated accreditation processes, which two of the programs have followed as new programs (Master of Teaching) and the remainder of programs have followed through the recent Transition process facilitated by the [state] College of Teachers (May 2017). Within the guidelines, the assessment of these standards has required a variety of approaches across a program, so tasks as varying as a case study analysis, a poster design and reflection, or a discursive essay can be seen in the range of tasks any preservice teacher may undertake during the program. [Institution 12]
- **MTeach subject**
The subject involved is one focused on professional learning (thus rationale is based on this research/literature). Students learn about professional learning by being involved in various forms of professional learning (including action learning teams). Parent/carer engagement provide the ‘topic’ of professional learning. Also, the subject coordinator has some previous work experience in engaging parents carers in secondary schools.
- **BA and BEd Subject**
It is part of the teaching/learning area with the Subject Coordinator having read and published in related areas.
[Institution 14]
- Staff have consulted the ARACY resources at <https://www.aracy.org.au/> and draw on a variety of theoretical and research underpinnings, such as Bronfenbrenner’s Ecological Systems Theory and

research on Family Literacy. The approach taken is pragmatic and is one area flagged for improvement in the future.

- Research interests of individual researchers, but there is limited funding for research projects.

[Institution 15]

- Relevant review of literature and research is engaged in this area along with other educative areas in regular unit and course reviews. There is no direct research effort in this area currently. Consultation with stakeholders including teachers, schools and professional networks informs course design.

[Institution 16]

- These units are most closely aligned with focus on the Australian Professional Standards for Teachers and therefore align students' practice directly within this area. In terms of Early childhood, this area has always made strong links with families a priority as part of the teaching and learning process. It is embedded in most units and is evident in the learning outcomes of these units of study. For children in the early years it is difficult to be an effective teacher without having a relationship with the parents.

[Institution 17]

- The clinical teaching approach to ITE focused on designing an integrated approach, in particular facilitating connections between academic areas of the curriculum and theory and practice informed this approach to incorporation of this standard. Another factor was the need to manage a 'crowded ITE curriculum' and the limitations of stand-alone subjects. [Institution 19]

- Working with parents is embedded into PEX and professional development subjects because it is part of daily teaching life. Parents of all cultural and social backgrounds come with different expectations, requirements, needs and beliefs about education, and it is through opportunities to practice on campus followed by authentic interactions with parents in schools that pre-service teachers can develop the skills for working with parents professionally, effectively and to achieve positive results.

Providing authentic scenarios/experiences, exploring key issues in learning through parent-teacher interview simulation and discussion. Based on teaching experience and professional development.

[Institution 20]

- We are very clearly lagging in having a strong profile in this area and a solid research base: Our School has lacked resources for focused research. Likewise, we have not prioritised family/community/Indigenous perspectives and partnerships in the past and so we look forward to paying more attention to these matters.

We have some good foundations for the approach in the ECE degree, based on fundamental principles of the rights of the child, social justice, Bronfenbrenner's theory of social capital and on the work of Fleet, A., Patterson, C., & Robertson, J. (2009).

The overall approach that we take is to encourage students to contrast a deficit view of the 'other' – whether culture, socio-economic or ethnicity-based – and to look for the affordances and opportunities to be inclusive and enrich the experience of all students.

[Institution 21]

6. Which of these approaches do you believe are the most effective for engaging with parents/carers to promote children's learning and development?

- There is little to no research on what constitutes 'effective' preparation, but probably the multi-faceted approach – embedded course content coupled with on-site experiences in early childhood centres and schools are valuable. Concomitantly, having academic staff who have lived and taught in vulnerable communities and 'disadvantaged/low SES schools' is important. Academic interest and 'research' in no way compensates for experiencing the challenges and joys of actively engaging with families in relation to the school situation in remote communities or other disadvantaged contexts. In fact, as many schools in [the state] are considered 'disadvantaged' and there are many pockets of disadvantage in regional areas, ITE students have considerable opportunities to work within such contexts during their professional experience. Many students are also parents themselves – some are from disadvantaged communities/ backgrounds. Additionally, many students already work with families in the PT roles as Teachers Aides, OOSHC educators and early childhood educators. Ensuring that teaching about family-school engagement is inclusive and respectful of its complexity is important in developing ITE curricula. [Institution 3]
- Forming positive trusting relationships with parents and Elders, such that when conflicting social rules are activated in school, there is goodwill enough for mutual cross-cultural learning to solve the problem. Poverty, ill health and racism are not problems located only in Indigenous society. Recognition of peoples' personal history and the resources they bring to their role as a parent in the school setting will just as often require some seemingly unconventional ways of contribution to the school community. The *Parents in the Playground* was a program that connected parents and family members with staff and students in ways children enjoyed and in ways that they felt safe. It built a home-school bridge and students who rarely saw their parents present at school felt proud of their family's recognition.
In terms of ECE, engagement in a range of birth – 2, 2 – 5 and pre-school and primary settings means students access best practice settings, which includes engaging with parents under the guidance of Mentors. There is more of a partnership between lecturers, pre-service teachers, Mentors and the ECE setting with a specific portfolio focus on parent engagement linked to EYLF, ACECQA and graduate standards. There is also access to diverse placement work in projects such as *Families as First Teachers* and mobile pre-schools (in a remote setting).
[Institution 4]
- All of the approaches have been effective within the constraints allowed. Also have a workplace coordinator position that provides an extra layer of communication between the school and the university further facilitating the effectiveness of the approaches. [Institution 5]
- Providing foundational knowledge in the first year, associated with socio-cultural issues and Aboriginal and Torres Strait Islander children followed by curriculum courses where pre-service teachers apply these understandings to teaching and learning curriculum development in conjunction with professional experience opportunities to develop capacities. [Institution 6]

- Subject coordinators and teaching staff communicate and collaborate together on subject development. This model draws on expertise in research and teaching for the best experience in learning. Our situation of multiple campuses leads to this pedagogical paradigm. [Institution 7]
- Partnerships would be an additional effective way to achieve these goals and research-based practice, however, explicit teaching would still be required. [Institution 8]
- The ECE course whose sole focus is on initiating and maintaining family and community partnerships is the most effective in assisting teachers across all demographics, and in particular, low SES schools. Throughout the course, student explore potential barriers to creating and maintaining partnerships and develop strategies to overcome these. Cultural competence, inclusivity and the role of the teacher as the professional are central. The professional experience that occurs across four different school settings within the program is also very effective in equipping students with the skills to work with diverse families. [Institution 9]
- No systematic review of approaches has been undertaken that would demonstrate effectiveness in specific learning environments to date. Encouragement of pre-service teachers to participate in the *Country to Coast* program and/or take placements in rural and remote areas is designed to familiarise students with communities of varying contextual characteristics. This experience adds to the pre-service teachers' toolkit for being able to engage with parents in the range of schools that they are regularly placed in for professional experience. [Institution 12]
- The approach to parent/carer engagement that this subject promotes is not a 'one size fits all'. It emphasises that to engage parents/carers the school must 'know' the families that make up the school community and the community itself – from the general demographics, industries etc through to other organisations in the community working towards similar goals (e.g. NGOs, ethno-specific groups, some faith-based groups, etc). [Institution 14]
- Pre-service teachers are best prepared for teaching in disadvantaged/low SES schools by having an opportunity to work in them, and engaging in debriefing and reflective discussion before and after these experiences. In addition, they need to engage with the literature, particularly literature that is positive about the potential of the teacher to change the outcomes of children in diverse settings. [Institution 15]
- Engagement with teachers, PEP feedback review and schools are most effective in monitoring the effectiveness of pre-service teachers in engaging parents. [Institution 16]
- Working with parents in the real-world space of practicum is critical in the development of these skills and the ongoing reflection on this is also a vital step in the achievement of the goals within this space. [Institution 17]
- An integrated approach requiring teacher candidates to apply theory to practice in their teaching and assessment tasks. [Institution 19]

- Providing simulated real-life experiences prepares students for the actual teaching environment. No specific approach is more effective than another. They work in synergy to develop skills for meeting the AITSL standard and more importantly develop strong and healthy relationships with parents.

[Institution 20]

- We think that the element of the non-deficit view is the most helpful: avoiding automatic problematising of a low-SES allows students to approach these educational contexts with a more open mindset and, we hope, to avoid compounding the effects of lack of social capital that can happen if opportunities are denied or expectations kept low. It also enables students to look for opportunities to work with family and community members productively. We want our students to be aware of important contextual factors that need consideration when planning learning and working in communities – but framed in the same way regardless of the particular context: to ask what it is they need to know about that context that will inform their work. These considerations will be just as important in medium and high SES schools and centres – there will always be significant characteristics of the context that cannot be ignored if learning is to happen for all students in that context.

[Institution 21]

7. Which project/program/initiative has been most successful in your institution and why? Please describe the project/program/initiative in detail.

- The answer depends on the context. For U/G on campus there is a Professional Experience subject that students take 18 months to complete, where they explore various critical elements of teaching. In P/G there is an online mode and the Professional Experience program works on a consultation model, which is quite individual and this has proven to be quite successful. [Institution 3]

- The School's external pre-service teachers come from a range of countries and backgrounds. The *Collaborative Live Classroom* is used to expose them to the academic English that teachers use in relation to whatever unit outcomes and learning materials they interact with. Migrant pre-service teachers and Indigenous pre-service teachers and folks from remote regions cannot necessarily imagine the largely cosmopolitan stereotype of 'teacher', 'school' and 'student' assumed by curricula and many national commentaries, e.g. NAPLAN Annual Reports.

Also from 2010-2014 the Multicultural [state] Project *Community Cooking* for asylum seekers. Pre-service teachers engaged in a play group collaboration between the University and Multicultural Council [of the state]. The University's strategic plan includes community engagement, lecturer engagement and consultation with community.

[Institution 4]

- Program structure as a whole. [Institution 6]

- The Bachelor of Teaching (Outreach and Community Education) is a program that prepares teachers to work with disadvantaged students with a strong welfare focus that includes working with disadvantaged families and communities. This degree has become increasingly popular. [Institution 7]
- No programs or projects related to this, but most successful means of implementation has been in a stand-alone unit of study. [Institution 8]
- Aside from the core units within the program, students can elect to take part in various outreach programs that specifically target disadvantaged families. These families may be considered disadvantaged due to financial situations, being CALD or ESL or having experienced trauma (to name a few). Students are involved with reading with children and providing feedback on reading to families, where appropriate. This is an outreach program (not an elective unit). [Institution 9]
- Deploying a strategy of having a stand-alone unit to address Cultural Studies: Indigeneity, and also embedding such knowledge in other units. [Institution 10]
- A range of programs/initiatives as follows:
 - Teaching at Home – Teaching at School covered under the unit *Approaches to Child and Community Studies*
 - *Leadership and Advocacy in Early Childhood* includes the following elements related to promoting parent engagement in learning:
 - a focus on listening, and on collaborative leadership
 - a job application assignment in which they typically address related selection criteria such as:
 - * Ability to provide professional leadership in the development of the Arts curriculum Prep – 7 in partnership with the local community
 - * Possess exceptional communication skills, and the ability to engage with adults and children from a broad range of language backgrounds
 - * Demonstrated skills in supporting children’s emotional, social and physical development in their family contexts
 - * Evidence of commitment to productive working relationships with families of enrolled children
 - * Proven ability to involve the local community in your curriculum delivery
 - * Ability to collaboratively lead productive working relationships with families to deliver quality play opportunities for children
 - * Communicate effectively, both orally and in writing, with the Governing Council, the Director, centre staff, parents, children, and staff from a range of children's and community services
 - * Work in partnership with families from diverse social, cultural and economic backgrounds in finding innovative ways to deliver and share learning programs that enhance learning for all.

Each year many of the students participate in short unpaid projects that either involve collaborating with families to support children's learning, or leading their work-sites in improving communication with families.

- *In the unit Professional Experience and Reflection Two (Pre-school)*, engagement with parents/caregivers is a major focus. Within the course we engage with professionals within the field to understand the importance of partnerships with families to early childhood education. We engage in shared site visits to understand how learning is made visible (to families, children, and community) within these contexts. We then engage in critical dialogue with professionals to understand particular aspects of their work, one being their engagement with families. As part of pre-service teacher assessment, they must demonstrate that they are engaging with parents/caregivers on a daily basis during their field placement. This engagement includes verbal and written communication such as learning stories and other forms of pedagogical documentation. Within this course we focus on moving beyond information sharing with families and toward engaging in meaningful dialogue to not only inform pre-service teacher understanding of the whole child (through the eyes of multiple perspectives) but also to engage families in the co-construction of curriculum. For example, when reflecting on an invitation for learning pre-service teachers are asked to reflect upon their experiences through multiple perspectives, one of these perspectives being the parents/caregivers of the children involved.
- In the unit *Reconceptualising Early Childhood Education* pre-service teachers explore contemporary issues in early childhood through multiple perspectives. One of these perspectives is the perspectives of parents/caregivers. Post-structuralist and critical theories are drawn upon to understand contemporary issues in early childhood. Pre-service teachers are engaged in critical dialogue with guest lecturers from the field to understand how they reconceptualise practice in various ways (such as how does their practice engage families in partnership). Their understanding of home/school partnerships is also explored as this relates to students' past experiences and their developing professional identities.

[Institution 11]

- When pre-service teachers are on professional experience and this coincides with an opportunity for parent engagement, this is the most effective experience to prepare for future professional practice. Unfortunately, this cannot be predicted or mandated. Case study and reflection are deemed to be effective as these really encourage a deeper understanding of the parent's perspective and the best potential strategies for engaging them effectively with their child's learning. [Institution 12]
- We have taken groups of students on rural field trips (lasting a week), which have been highly successful in opening pre-service teachers' eyes about what life is like in rural and remote areas. Budgetary and logistical constraints make this difficult, however, and only programs with space for an elective have benefited from this. We have close partnerships with several rural schools, who take multiple students for professional experience. On some occasions, staff members have accompanied students for several days – but this cannot be done on a large scale. Some schools have extremely beneficial programs for professional practice students but not all students go to schools with such programs. [Institution 15]

- PEP consultation and feedback strongly assisted in unit and course design. [Institution 16]
- The newly accredited course started at the beginning of 2017 and the overall design of this element will be assessed at the end of 2018. [Institution 19]
- Many subjects within the MTeach degree include or have the capacity to embed APST 3.7 in them. [Institution 20]

8. Effective past practices or strategies that were unable to be sustained due to lack of funding or other factors?

Yes: 5

No: 12

If yes, please provide details below:

- It would be especially valuable to be able to fund some students to attend professional experience placements in remote or other very vulnerable communities (e.g. Aboriginal communities in remote areas). However, this is always more complex than it seems as many students have extensive and competing family/study/work commitments and find it difficult to leave their home base. [Institution 3]
- Indigenous scholars with a school teaching qualification made podcasts expressing their own philosophies of teaching and learning. These were great teaching resources. The Living Archive of Aboriginal Languages at the University requires more funding and professional development for lecturers whereby its use becomes nationalised nation-wide as implementation of curriculum. Misconception is that it is only for remote area Indigenous contexts. Further work connecting students, teachers and parents could debunk stereotypical views of Indigenous people and of the capabilities that Indigenous children typically bring to school. NAPLAN reporting and A-E grading skew attention away from the knowledge Indigenous children bring to school. Also, the reduction in practicum days to minimum requirements means that students cannot engage in valuable experiences specific to parent engagement. [Institution 4]
- Used to have a program that was stopped due to funding – but details of the program are not known (before the respondent began at the institution). [Institution 8]
- The new K-6 Geography and History syllabuses have left gaps in intercultural education (and civics education). [Institution 14]
- The initiative described above (in Question 7) could not be sustained. Other strategies and past practices that were unable to be sustained were:
 - Rural field trips
 - Rural and regional professional practice placements (accommodation/transport costs)
 - School-based activities integrated with units other than professional practice – transportation issues for students.[Institution 15]

9. What other structural or systemic barriers may impact on your ability to focus your degree program in this space?

- Subject focus, funding and time. [Institution 1]
- Schools have direct contact with families, not the university. The relationships that schools have with parents and the significance of developing and maintaining those relationships is respected. The priority of the schools is the learning outcomes of their students. [Institution 2]
- The importance of strong school-family relations and partnerships is recognised and focus on building student competence in this area is guided by research, experiences with school and family partnerships and course accreditation requirements. [Institution 3]
- The University's geolocation and culture is not cosmopolitan like the experience taken for granted by 67% of Australians who reside in or are accessible to the communal resources of cities and their infrastructures. The pace and veneers of compliance and quality skew toward a cosmopolitan view. This in turn creates pressures that reduce consultation during course design in favour of pushing through various layers of 'institutional hoops' noticeable especially over the past decade. Risk management and quality assurance place pressures on leaders. There are more and more requirements for courses to meet, which is causing a reduction in focus on pracs and other valuable linkages. The tendency for what is valued seems to be school focused only, rather than early setting in ECE. [Institution 4]
- More PEX time would be needed. [Institution 5]
- The current accreditation process is a deterrent to innovation in program development. Confusion surrounding specialisations, the role of critical tasks and program accountability are stifling any advancements in program development. [Institution 7]
- The university has a compulsory core curriculum of three units, which takes away the possibility of electives and makes the structure very tight and inflexible. The obvious addition of the requirements of primary specialisations in KLAs adds to this burden. [Institution 8]
- The standardisation of programs so that ITE programs essentially 'look' the same is a concern. Adhering to both AITSL and ACEQA requirements in the ECE program is a further complication. The inclusion of a specialised unit that addresses Standard 3.7 (and others) is considered a luxury. Primary programs would like to include a similar course, but already feel challenged in maintaining the number of literacy, numeracy and other curriculum courses. [Institution 9]
- The new Master of Teaching courses commencing in 2018 are addressing the matters in this space. The new BEd courses commencing in 2019 will also do so. [Institution 10]

- Large student (pre-service teacher) cohorts. [Institution 11]
- Schools in the region are predominantly not in the disadvantaged/low SES bracket, so without moving to another area for placement, pre-service teachers may not have the opportunity to witness parent engagement in all types of learning contexts. This means that the ITE provider must ensure that it provides alternative and authentic opportunities for learning in this domain. [Institution 12]
- As schools and teachers maintain responsibility for engaging with parents, it is difficult for teacher education providers to control the opportunities for pre-service teachers to implement strategies for engaging parents. Pre-service teachers' experiences in schools with things like parent-teacher interviews, formal reporting, and participating in personalised learning planning meetings varies greatly across settings. As with the Australian Curriculum for school teachers, the external political pressures on teacher education providers means that the 'curriculum' has a tendency to encourage breadth rather than depth. [Institution 13]
- Crowded curriculum, and more broadly, obsession with literacy and numeracy. On a related note, if schools are too busy with literacy for such things, just *what* are they reading? Why not texts of substance? [Institution 14]
- Some students do not get opportunities to engage with parents/carers during professional practice due to school policy. [Institution 15]
- Competing education and compliance requirements (Professional Teaching Standard 3.7 represents one of 37 standards). [Institution 16]
- Time and funding issues that reduce practicum timeframes reduce the times students have to interact with parents within these real environments. [Institution 17]
- The perception that this is a key area of competency is that best developed in a clinical context. Therefore, the time allocation to practicum subjects limits capacity for providing more focus in this space. The crowded curriculum is the key barrier. [Institution 19]
- Time within subjects – competing with all other requirements? How much focus can be given? Also, the university has limited control about the access pre-service teachers have to parents whilst on their professional experience placement. [Institution 20]

10. Programs or strategies planned for the future that Faculties/Schools would implement if resources, skills and funding were available?

Yes: 13

No: 5

Unable to Answer: 1

If yes, please provide details below:

- The opportunity to organise and fund students' professional experience or similar placements, as currently happens to countries such as Cambodia and India. [Institution 3]
- Programs aimed at examining/observing models of parent engagement would enhance pre-service teachers' experience in this area. It would provide a supportive space to engage in promoting parent engagement in learning. It would also enhance the University's community partnerships. [Institution 4]
- Expand the HUB school initiative, currently a possible expansion in collaboration with another institution. [Institution 5]
- There will be a shift to a greater focus on the classroom teacher/supervisor developing our pre-service teachers APSTs of 3.7 and 7.3. That is, components of the practicum courses such as standard course-based tutorials will be developed and delivered on school sites by curriculum leaders. Curriculum leaders will have a greater role in developing curriculum capabilities and assessment of these. [Institution 6]
- The School is currently reviewing the program structure of the Bachelor of Teaching (Outreach and Community Education) with the possibility of offering the course in 2019. An intake into the programs was suspended in 2016. [Institution 7]
- The implementation of a play-group/rhyme time type set-up where families would bring their children along for a short session run by our students is a future plan if funds/time permit. The reason for this development is to further provide students with an opportunity to engage with families in a structured and mentored way. [Institution 9]
- Simulated parent/teacher activities are being considered through serious games or simulation role-plays. The former requires funding for software which is expensive; the latter requires funding for actors to take roles for the simulation, which again, is expensive. Both seem to be prohibitive due to costs involved. If funding was available these initiatives across all our ITE programs would prove

to be very beneficial in assisting pre-service teachers to be able to engage effectively with parents. [Institution 12]

- We may try mixed reality solutions, but this comes at a cost and is still experimental. Finding placements for professional practice is very challenging so we are not always able to give students the variety of experiences that we would like. Many of our students are parents or employees, and are not able to commit to rural and regional experiences. We had a core unit that was taught within a low SES school but this could not be sustained as it was difficult for the school and students found transportation difficult as the school it was in the outer suburbs. [Institution 15]
- Introducing the Common Approach. [Institution 17]
- As part of re-accreditation of the BEd program. [Institution 18]
- Inclusion of additional electives and/or exploring more opportunities within core and discipline subjects. [Institution 19]
- We would like to provide opportunities for parents to work with pre-service teachers as they develop understandings about their learners. We would develop case studies where parents, teachers, children and pre-service teachers share their perspectives on learning and on the classroom environment. These could then be used to consider different perspectives and competing agendas that teachers are required to balance in their teaching. [Institution 20]

11. Research within Faculties/Schools/others that has identified particular graduate competencies/dispositions that support students in developing confidence and competence to engage parents effectively to promote children’s learning and development

Yes: 6

No: 11

Unable to Answer: 1

If yes, please provide details below:

- Not research specifically, but experience indicates that student maturity, compassion and empathy are important qualities for engaging with families. We also notice some developing issues with students entering ITE programs with ‘anxiety’ and ‘neurological’ issues that create some problems when they have to work in schools, including engaging with families. [Institution 3]

- A research project called '*Straddling the Divide*'. This project included some aspects of graduate competencies mainly through the EYLF engaging in interviews with 21 pre-service teachers. [Institution 4]
- The strengths-based approach shows the advantage of introducing the student to the school well before the placement is due to start. However, it is not possible to do this for all students in its current form as it would be unsustainable. [Institution 5]
- No specific research has been undertaken that might indicate a response to this. Anecdotally though, can comment that ECE students are frequently said to have developed competencies in working with families more so than those in the primary program and we understand this to be related to the completion of the specialised unit as well as the inclusion of a childcare experience that, by its very nature, involves contact with families. [Institution 9]
- A number of researchers in the school actively work in the area of parent/family engagement. This research takes a number of forms, e.g. capacity building, development and implementation of resources for parents and families, and eliciting parent views on children's learning. Individual researchers who are also teaching in relevant courses, have opportunities to integrate insights from this research into curriculum. This is often in the form of principles arising from the research, such as the importance of valuing families' social and cultural resources. As this work is motivated by improving the circumstances of families and children, often in circumstances of disadvantage, it has not been focused directly on pre-service teachers. There is ample research literature that indicates that the avoidance and dismantling of barriers produced by deficit views of parents/families is of vital importance to building positive relationships in the interests of equitable education. Those colleagues who are conducting this research are keenly aware of these barriers and those who are involved in teaching work to raise our pre-service teachers' awareness of them and of ways to address exclusionary attitudes and practices. [Institution 11]
- Current research funded by an internal university grant on the topic of employability skills for teachers is being conducted across ITE programs. The area that relates to parent engagement is *social intelligence*, in which the development of relationships is deemed to be of high priority. [Institution 12]

12. Evaluation of the effectiveness of these programs within Faculties/Schools

- ECE students are assessed by ePortfolio assessment, formative assessment against Standard 7. [Institution 4]

- The hurdle assessment is the final report, assessed by the supervising teacher measured against the AITSL framework. The complementary report is analysed qualitatively using a rubric.
[Institution 5]
- Course-based assessment – grades; development of evidence-based portfolios that show growth over time of each APST; graduate outcomes; employment measures.
[Institution 6]
- The School applies a number of evaluative processes including: Student feedback surveys; academic performance in assessment tasks (performance in critical tasks); student course experience surveys (open-ended questions).
Evaluations of subjects are undertaken at the end of semester and the course evaluation is undertaken on an annual basis.
The School could provide a summary of academic performance in critical tasks related to children’s learning and development.
[Institution 7]
- An assignment, but do not necessarily measure this as a significant success factor in the program.
[Institution 8]
- University administered Course Content Evaluations are used for units undertaken within the degree. These provide feedback on the usefulness and applicability of the course content, as perceived by the students themselves. This is in the form of statistical data and qualitative feedback. Qualitative feedback is also received from University Supervisors and Mentors within schools and centres regarding the professional experiences within the various programs. University Supervisors and Mentors feedback on a range of areas and at times this could be in relation to student engagement with families and the community. Students themselves are evaluated on each of the Standards in all of their professional experiences.
[Institution 9]
- Student outcomes are measured by assessment; student-teacher academic performance is measured by university-initiated evaluations of teaching and student perceptions of teaching. Done at the summative stage.
[Institution 10]
- This has not been done to date. Student Evaluating of Teaching and Courses is regularly considered each semester, but these have not drilled down to this fine aspect. The results of the research mentioned in the previous questions are not available yet.
Pre-service teachers across the programs are assessed in this aspect of the graduate teacher standards evaluated in both formative and summative ways during their studies. All pre-service teachers must demonstrate their capacity in these APST by the end of the programs.
[Institution 12]
- Copy of accreditation documentation could be provided if required. [Institution 13]

- Student feedback; feedback from schools and partners; student achievement in assessments. [Institution 15]
- The student progress across practicum is mapped in all year levels for consistent evaluation and the assessment of the reflections in the professional engagement unit also explores effective evaluation within the school. [Institution 17]
- Analysis of Teacher Candidates' assessment data, including teaching practice reports. This is done annually – formative and at the end of the program. [Institution 19]
- Not specifically evaluated – it is part of meeting the APST related standard. For the BEd (Primary), Professional Experience reports are completed by teachers in the second, third and further years of the program assessing this standard. [Institution 20]

13. Further strategies, programs or projects to support the development of ITE students in this area offered across other sectors of the university.

Yes: 4

No: 12

If yes, please provide details below:

- It is an important aspect of a graduate teacher's final portfolio Standard 7. There is a significant need for this to be emphasised and for pre-service teachers to be supported to engage. [Institution 4]
- The School has staff members researching collaboration and partnerships in early childhood services. One of the difficulties in meeting Standards 3.7 and 7.3 is that services and schools are reluctant to allow student teachers access to parents, which is a reasonable position. [Institution 7]
- No specific programs, however students do have regular opportunities to interact with the wider community through open days, school orientation days and other educational events at the university, which provide more experience with engaging with community members, which can indirectly feed into their capacity-building in parent engagement as a teacher. Secondary students may also get involved with local schools for discipline-related activities, which potentially would bring them into contact with parents, or awareness of parent interaction with teachers. [Institution 12]

- The University partners with the state Government in the xxx Centre, in which a number of lecturers of the School of Education are involved at various levels. One research project in particular explores facilitating school, parent and community partnerships. [Institution 13]
- Not yet, but the School of Education intends to meet in early 208 to discuss further strategies. [Institution 15]

14. Any further comments/information

- *Standard 3.7 Engage parents/carers in the educative process* is difficult to implement in a university-based ITE program. The University has strong partnerships with schools that enhance the opportunities available to ITE students. Nevertheless, the provision of opportunities to engage with parents is at the discretion of the school. [Institution 2]
- Strengthening home-school relations is a ‘whole of community’ effort and while the work of individual teachers and schools is critical to building relationships, there must also be commitment to the value of such relationships on the part of families. [Institution 3]
- ECE tends to be child/parent/family/community-focused, but the demands on teacher courses is further eroding important factors such as parent engagement. The reduction of practicum days to minimum has a strong impact too. [Institution 4]
- Some of these matters will be dealt with in the process of reaccreditation of undergraduate programs. [Institution 18]
- Concerned that this area may become mandated in teaching and assessment. How would we then assess students on this one of many APST’s? We currently rely on schools who allow professional experience students to view or sit in on parent-teacher interviews. Schools will not allow pre-service teachers to facilitate a parent-teacher interview that requires skills, experiences and confidence. A poor interview would reflect poorly on the school and have ramifications for both the school and supervising teacher. [Institution 20]