Home and school partnerships support students and the school 家校 合作为学生和学校提供支持

* **Element:** E Support for Students 对学生的支持
* **Sub Element:** E3 Home and school partnerships support students and the school 家校合作为学生和学校提供支持
* **Specific Teacher Behaviours:**
	+ T1 Communicate with parents/carers regularly and frequently 定期及經常与家长或照顾者沟通
	+ T5 Ensure parents/carers are aware of students’ achievement and know students’ capabilities
	+ T7 Encourage parents/carers to be involved in helping the student reach the learning targets
* **Specific Learner Behaviours:**
	+ S1 Talk about how parents/carers could support/have supported their learning 讲述父母或照顾者如何或曾经支援他们学习
	+ S3 Seek the participation of their parents and carers to support their learning 寻求父母和照顾者的参与，支援他们的学习 \
	+ S4 Are aware of the existence of wider expertise in their community 知道自己的社区裡有更多专家
* **Aspiration Level:** Teachers to choose the level – Aim is proficiency?

**Goal Plan**

**To Foster active parental involvement in their child's learning and ensure visibility of every student's learning journey to their parents through a diverse range of opportunities.**

**Parents have an enhanced understanding of their child’s learning**

* Teachers to plan end of unit exhibitions that showcase learning and allows students to engage with parents. Should we specify a minimum per year? Can we re-word for ECE?
* Year levels to explore greater opportunities for parents to actively participate in teaching and learning activities (parent experts / reading / parent CCAs etc…)
* Send home assessment cover sheets / rubrics to parents at end of units (adapt for ECE?)
* Any others? Teachers can add additional actions too.

**Enhanced communication to the parent community**

* Ensure that at least one (or more) personalized message/note to parent is send to each child in first month
* Send regular SeeSaw posts to parents (based on each section’s guidelines) to provide a window into learning activities in school.
* Hold monthly meetings with Class parent reps to outline the upcoming activities and events
* Anything about year level blogs?

Engage the Parent Community to enhance our school programmes with authentic learning

More effective/efficient systems for parents able to access information about their child’s learning

There are three key components in its implementation:

* **Understanding the key concept of BLC (‘What is BLC, and WHY are we implementing it)**
	+ As a team, read through the BLC framework (located on network)
		- Jig-Saw activity
		- Identify the main ‘what’, ‘why’ and ‘how’ of BLC
	+ Read through BLC presentation slides from In-Service
	+ Look through the associated BLC resources on the YCYW Portal
	+ Reflect & share with the team meeting/discussion to discuss what ‘BLC’ means to each individual, any areas to further explore etc…
* **The Planning Phase;**
	+ Watch the video relating to over-arching concepts
	+ Become familiar with the planning templates
	+ Look through your current yearly overview, and identify units which could be linked through the overarching concepts
	+ Map out two BLC units during the year using the BLC yearly overview
	+ For each BLC unit, complete the BLC unit planning template
* **Strategies of Teaching & Learning**
	+ Look through the BLC toolkit for Learning and Teaching on the network
	+ Incorporate into plans/teaching as appropriate
	+ Develop assessments for the BLC units
	+ Incorporate the Film Festival within a BLC unit / Plan
* **Reflect and Review**
	+ **Add in**

This is just a basic guideline in order to help you visualize a plan moving forward. Throughout the year, we will be holding staff meetings and discussions to help support teachers throughout the different stages of the implementation.