**Community engagement checklist**

This checklist can be used by schools to help them consider how they are currently enacting the community engagement principle, and identify next steps. The checklist can be used in a range of ways, for example:

* by the entire school community, including students, parents, families, whānau, and iwi to identify areas of strength and future actions
* with teachers to generate discussion and classroom actions
* by school leaders to inform strategic planning.

By marking the tick boxes, schools will be able to identify where they sit in relation to each statement and create an action plan for improvement.

Top of Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *At our school:* | **Strongly disagree** | **Disagree** | **Agree** | **Strongly agree** |
| * teachers make connections to students’ lives
 |  |  |  |  |
| * we treat families with dignity and respect and add to family practices, experiences, values, and competencies
 |  |  |  |  |
| * parents and teachers are involved together in children’s learning
 |  |  |  |  |
| * parents and whānau participate in school activities
 |  |  |  |  |
| * family and community knowledge is incorporated into the curriculum and teaching practices
 |  |  |  |  |
| * we connect with local iwi for support and advice
 |  |  |  |  |
| * parents and whānau are encouraged to contribute their perspectives about the future direction of the school
 |  |  |  |  |
| * we build on the strong aspirations and motivation that most parents have for their children’s development
 |  |  |  |  |
| * we consult with parents about our homework programme and act on feedback received
 |  |  |  |  |
| * community expertise is used to support students’ learning
 |  |  |  |  |
| * information about students’ learning and achievement is regularly shared with parents in a variety of ways
 |  |  |  |  |
| * we offer structured and specific suggestions, rather than general advice, to engage the support of families, whānau, and communities.
 |  |  |  |  |

#### ****Acknowledgements****

The descriptors for this checklist have been guided by findings by the [School Leadership and Student Outcomes BES](http://www.educationcounts.govt.nz/publications/series/2515/60170), and reflective questions in [NZC Updates 1 and 10](http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates).