

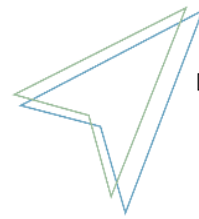


FAMILY-COMMUNITY-SCHOOL LINK

FCSL

MANUAL OF PROCEDURES

SOP'S & TEMPLATES



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Abbreviations

The meanings of the specific terms and abbreviations/acronyms used in this manual are as follows:

- **ELETU** Early Leaving from Education and Training Unit
- MEYR** Ministry for Education, Sport, Youth, Research and Innovation
- **ELET** Early Leaving from Education and Training
- **FCSL** Family-Community-School Link
- **ESL** Early School Leavers

Introduction

As part of the National Education Strategy (2023-2030)¹, the Early Leaving from Education and Training Strategy (2023-2030)² was developed with the aim to decrease the rate of early leaving from education and training (ELET) to 9% by the year 2030 in Malta. Early leaving from education and training is a pressing issue in Europe, with considerable costs for individuals and society. For these reasons, combating ELET is a key element of the Education and Training 2030 Strategic Framework, with a strong emphasis on prevention as opposed to compensation measures.

1. Purpose of the Manual

This manual of procedures will serve as a guideline and a structure to Outreach Officers when working within the Family-Community-School Link Programme (FCSL). Most significantly, these manual outlines and categorises the following aspects:

- The functions and structure in which the Outreach officers will operate within the dynamics of educators and families.
- Gives a clear definition of the role and obligations of the Outreach officers working within this area.

2. Aims and Objectives

The primary aim of Outreach officers within the ELET's strategy is to reduce ELET by engaging, supporting, and empowering students, families, and educators. This is achieved through proactive interventions, personalised support, and fostering a collaborative environment that prioritises student retention and success.

This will be achieved by:-

¹ <https://education.gov.mt/wp-content/uploads/2024/05/NATIONAL-EDUCATION-BOOKLET-ENG-Version.pdf>

² <https://education.gov.mt/wp-content/uploads/2023/07/ELET-Strategy-English-18th-July-1530.pdf>

- Reviewing and developing strategies to minimise ELET risk by liaising with multiple stakeholders to set up an early warning system to minimise ELET risk indicators.
- Develop equity and lifelong learning opportunities for all by fostering a whole-school approach to tackle ELET through policy, research, and practice.
- Ensure inclusive and quality education by developing capabilities and agency for all learners, parents, guardians, and educators.

Implement socially just opportunities to increase student achievement, retention, and tackle educational disadvantage.

3. The Family-Community-School Link Programme

The Family-Community-School Link (FCSL) programme is an initiative aimed at strengthening the connection between families, schools, and the broader community to enhance the educational and developmental outcomes for children and young adults.

The key aspects of this initiative are:

- To encourage active participation of parents in their children’s education,
- Focusing on providing training to educators,
- Facilitating community-based learning opportunities and
- Organising joint projects and events as to involve families, students, and community members.

Through such an initiative, one can regularly assess the programme’s impact on students’ achievement, make communication accessible, create a network of support around the school, and offer parents and the community members the tools they need to participate in a meaningful manner. Thus, the FCSL highlights the importance of collaboration in education, by fostering strong links between families, schools, and communities. Its main aim is to create a supportive and enriching environment for students to improve in their studies.

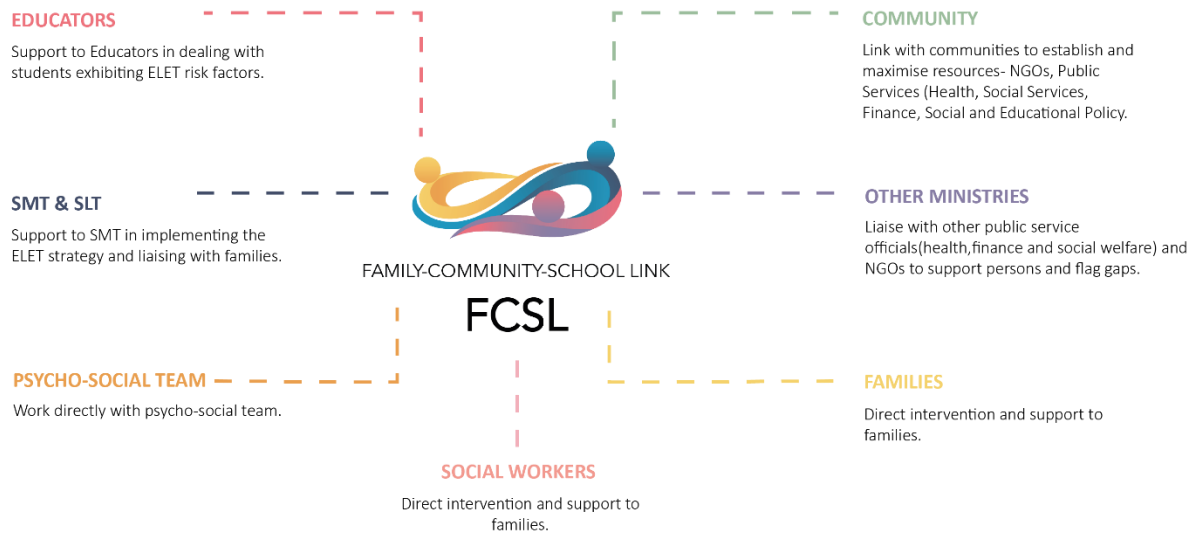


Figure 1- FCSL Model

4. The Role/Criteria of a Family-Community-School Link (FCSL) Outreach Officer

This role emerges from the ELET policy (early leaving from education and training) in line with the National Education Strategy.

The main aim of this role is to target ELET risk factors in particular family disadvantage, engagement and absenteeism.

4.1 FSCL outreach officer should mainly seek:

- To develop a whole-school approach to minimise a gap between those students hailing from disadvantaged backgrounds and non-disadvantaged backgrounds by supporting parents.
- To reach families where education is not a priority, and do not engage in their children's education.
- To reach families with limited literacy, coming from a low-socioeconomic backgrounds, who have limited essential life skills and are unable to effectively support their children's education.
- To reach families who are going through a difficult period that is impacting the students' educational journey.
- To minimise absenteeism rates by supporting families, the psychosocial team, educators and the Senior leadership team in developing an action plan and implementing it for individual cases.
- To support educators and the school team (educators, heads, assistant heads, psycho-social team) under the guidance of the Head of College Network HCN in order to help students by developing intervention plans with parents/guardians by identifying individual needs within the schools/colleges.
- To plan, create and implement outreach programmes for families (both as training and as well as outreach purposes)

¹ <https://education.gov.mt/early-leaving-from-education-and-training-unit/>

² <https://education.gov.mt/useful-links/the-national-education-strategy/>

4.2 The Role and duties for Universal level of an FCSL Outreach officer: It is recommended that the FCSL officer will:

- FCSL Outreach officers are to liaise with parents and educators, since they are salient adults in the students' lives with the main aim of minimising the effect of ELET risk factors within schools.
- The FCSL outreach officers will be an additional team member of the ELET unit and report directly to the Planning and Strategic Foresight Directorate Director Dr. Pamela Marie Spiteri.
- Develop training sessions for parents within the school.
- Give contact to all parents during initial year group meetings.
- Attend training with psycho-social team and school leadership team and as deemed necessary by the HCN/H.
- Attend specific training on FCSL role as advised by early school and learning Unit and Head of School.
- Liaise with community and educational services in order to support parents and students.

4.3 Specific Role and duties of Selected Level

It is recommended that the FCSL officer will:

- Conduct fortnightly meetings (or as suggested by HCN) with Senior Leadership Team.
- Conduct meetings with teachers, educators, and psycho-social team as necessary.
- Liaise with nurture group and learning support zone educators and parents of students attending this pull-out programme and any other programme related to behaviour, bullying, and wellbeing.
- Liaise with complementary teachers and other academic support educators, such as NWAR (Family literacy programme) support staff and parents of students attending these or other pull-out programmes due to low achievement or low literacy skills.
- Liaise with psycho-social team (in particular social workers) in order to intervene with reference to specific students and their families in relation to ELET risk.
- Liaise with liaison officers and educators from the Migrants' learner's unit in order to support families and students at risk of ELET due to their diverse cultural backgrounds.
 - Develop an individualised support plan for parents and students of identified cases.
- Assist families, where necessary, in seeking help from other agencies and social services.
 - Report writing of individual cases.

Specific role and duties for Indicated Level:

It is recommended that the FCSL officer will:

- Liaise with psycho-social team and social worker/s to identify students and families that might benefit from home visits and community projects in relation to absenteeism.
- Develop an individual support plan for parents and families in relation to absenteeism and other priority risk factors.
- Assist families, where necessary, in seeking help from other agencies and social service
- Report writing of individual case.
- Liaise with psycho-social team in order to intervene with reference to specific students and their families in relation to ELET risk.
- Liaise with Senior Leadership Team in order to develop an action plan for parents and students.

4.4 Role and duties of an FCSL Outreach Officer at all levels:

At all levels the FCSL officer will support mainly parents and teachers to monitor, prevent, and intervene in relation to tackling ELET risk indicators within schools. It is hereby recommended that support to parents and teachers includes a myriad of strategies as suggested below.

Specific support for parents

- Meetings at individual, group, and class level.
- Training at group level.
- Open communication.
- Support in seeking services and filling forms.
- Organising meetings with other professionals and organisations within the education sector and the community.
- Communication of action plan and strategies that can be used in relation to student.
- Sharing of some information that might support teachers within the class.
- Supporting teachers and parents in developing a communication channel between school and home in relation to students' academic progress and wellbeing.

4.5 Build strong networks which would link the school with the community (local or national) Local organisations in the community may help provide a variety of valuable resources.

These include:

- Spaces for extracurricular activities for the schools
- Positive experiences of encounter with different persons/
- After school programmes for children and families and activities which empower parents.
- Ways for the school to be much more inserted in the cultural reality of the location, helping the student see the link between what they learn at school and their life and thus boosting their motivation to learn.
- Access to various professional services which are very much needed by the school, such as community social workers, family psychotherapists, literacy experts, etc

5. Risk Matrix Rubric for ELET Risk Factors

Below is a detailed risk matrix rubric for assessing ELET risk factors with scores from 1 to 5. Each risk factor includes specific criteria for severity and likelihood, along with references to relevant research.

5.1 Risk Factor: Achievement

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|---------------------------------------|--------------------------|--|
| 1 | High grades in all subjects | Very unlikely to decline | Hattie, J. (2009). Visible Learning. |
| 2 | Above-average grades in most subjects | Unlikely to decline | Marzano, R.J. (2003). What Works in Schools. |
| 3 | Average grades in most subjects | Possible decline | Brophy, J. (1986). Teacher Influences on Student Achievement. |
| 4 | Below-average grades in most subjects | Likely to decline | Slavin, R.E. (1987). Cooperative Learning. |
| 5 | Failing grades in most subjects | Highly likely to decline | OECD (2016). Low-Performing Students: Why They Fall Behind and How to Help Them Succeed. |

5.2 Risk Factor: Behaviour and Wellbeing

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|--|--|---|
| 1 | Excellent behaviour and emotional health | Very unlikely to exhibit problems | Rimm-Kaufman, S.E., & Pianta, R.C. (2000). An Ecological Perspective on the Transition to Kindergarten. |
| 2 | Minor behavioural issues occasionally | Unlikely to exhibit significant problems | Greenberg, M.T., et al. (2003). Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning. |
| 3 | Moderate behavioural issues frequently | Possible to exhibit significant problems | Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: |

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|--|---|---|
| | | | A Meta-Analysis of School-Based Universal Interventions. |
| 4 | Significant behavioural issues regularly | Likely to exhibit significant problems | Hawkins, J.D., et al. (1992). Reducing Early Childhood Aggression: Results of a Primary Prevention Programme. |
| 5 | Severe behavioural issues consistently | Highly likely to exhibit significant problems | Conduct Problems Prevention Research Group (2002). Evaluation of the First Three Years of the Fast Track Prevention Trial With Children at High Risk for Adolescent Conduct Problems. |

5.3 Risk Factor: Chronic Absenteeism

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|-----------------------------|---------------------------|---|
| 1 | No absences per month | Very unlikely to increase | Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. |
| 2 | 1 absence per month | Unlikely to increase | Chang, H.N., & Romero, M. (2008). Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. |
| 3 | 2 absences per month | Possible to increase | Gottfried, M.A. (2014). Chronic Absenteeism and Its Effects on Students' Academic and Socioemotional Outcomes. |
| 4 | 1 absence per week | Likely to increase | Connolly, F., & Olson, L.S. (2012). Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten. |
| 5 | 2 or more absences per week | Highly likely to increase | Allensworth, E.M., & Easton, J.Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools. |

5.4 Risk Factor: Disability and Learning Difficulties

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|-----------------------------------|--------------------------|--|
| 1 | No identified disabilities | Very unlikely to develop | Hehir, T., et al. (2016). A Summary of the Evidence on Inclusive Education. |
| 2 | Minor learning difficulties | Unlikely to worsen | Kavale, K.A., & Forness, S.R. (2000). History, Rhetoric, and Reality: Analysis of the Inclusion Debate. |
| 3 | Moderate learning difficulties | Possible to worsen | National Research Council (2002). Minority Students in Special and Gifted Education. |
| 4 | Significant learning difficulties | Likely to worsen | Lyon, G.R. (1996). Learning Disabilities. |
| 5 | Severe disabilities | Highly likely to worsen | Fuchs, D., & Fuchs, L.S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? |

5.5 Risk Factor: Engagement

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|-----------------------|----------------------------|--|
| 1 | Highly engaged | Very unlikely to disengage | Fredricks, J.A., Blumenfeld, P.C., & Paris, A.H. (2004). School Engagement: Potential of the Concept, State of the Evidence. |
| 2 | Generally engaged | Unlikely to disengage | Appleton, J.J., Christenson, S.L., Kim, D., & Reschly, A.L. (2006). Measuring Cognitive and Psychological Engagement: Validation of the Student Engagement Instrument. |
| 3 | Moderately engaged | Possible to disengage | Li, Y., Lerner, J.V., & Lerner, R.M. (2010). Personal and Ecological Assets and Academic Competence in Early Adolescence: The Mediating Role of School Engagement. |
| 4 | Frequently disengaged | Likely to disengage | Finn, J.D. (1989). Withdrawing from School. Review of Educational Research. |
| 5 | Completely disengaged | Highly likely to disengage | Wang, M.T., & Fredricks, J.A. (2014). The Reciprocal Links Between School |

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|-------------------|---------------------|---|
| | | | Engagement, Youth Problem Behaviors, and School Dropout During Adolescence. |

5.6 Risk Factor: Family Disadvantage

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|---------------------------------------|-------------------------------------|--|
| 1 | Stable, supportive family | Very unlikely to face issues | Brooks-Gunn, J., & Duncan, G.J. (1997). The Effects of Poverty on Children. |
| 2 | Generally stable family | Unlikely to face significant issues | Conger, R.D., & Donnellan, M.B. (2007). An Interactionist Perspective on the Socioeconomic Context of Human Development. |
| 3 | Moderate socio-economic challenges | Possible to face issues | McLoyd, V.C. (1998). Socioeconomic Disadvantage and Child Development. |
| 4 | Significant socio-economic challenges | Likely to face issues | Bradley, R.H., & Corwyn, R.F. (2002). Socioeconomic Status and Child Development. |
| 5 | Severe socio-economic challenges | Highly likely to face issues | Evans, G.W. (2004). The Environment of Childhood Poverty. |

5.7 Risk Factor: Gender and Health

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|--|--|---|
| 1 | No gender-related issues, excellent health | Very unlikely to develop issues | WHO (2016). Gender, Women, and Health. |
| 2 | Minor gender-related issues, good health | Unlikely to develop significant issues | UNICEF (2011). The State of the World's Children 2011: Adolescence—An Age of Opportunity. |
| 3 | Moderate gender-related issues, frequent health issues | Possible to develop issues | CDC (2014). Health Disparities and Inequalities Report—United States, 2013. |

| Score | Severity Criteria | Likelihood Criteria | References |
|-------|--|---------------------------------|---|
| 4 | Significant gender-related issues, serious health issues | Likely to develop issues | Institute of Medicine (2011). The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding. |
| 5 | Severe gender-related issues, chronic/critical health conditions | Highly likely to develop issues | Marmot, M. (2005). Social Determinants of Health Inequalities. |

6. Risk Matrix for Assessment Template (Priority for FCSL officers)

| Risk Factor | Severity (1-5) | Likelihood (1-5) | Overall Risk Score | Comments |
|---|----------------|------------------|--------------------|---|
| Achievement | | | | Academic performance, grades, and test scores |
| Behaviour and Wellbeing | | | | Social skills, emotional health, and general behaviour |
| Chronic Absenteeism | | | | Frequency of absences and impact on learning |
| Disability and Learning Difficulties | | | | Identified disabilities, IEPs, and special education needs |
| Engagement | | | | Participation in class, school activities, and interest in learning |
| Family Disadvantage | | | | Socio-economic status, family support, and home environment |
| Gender and Health | | | | Gender-related issues and overall health |

Table 4- Risk Matrix Assessment Template

(Refer to example in Appendices 23.5)

Severity and Likelihood Scale:

- **1:** Very Low
- **2:** Low
- **3:** Medium
- **4:** High
- **5:** Very High

7. Implementing the Individual Plan

Implementing the individual plan involves several key steps to ensure that the interventions are effectively carried out and monitored.

Below is a structured approach to implementing the plan for students, which can be adapted for other students as needed.

7.1 Steps to Implement the Individual Plan

| | |
|---|---|
| 1. Initial Assessment and Plan Development | |
| Assessment | Conduct a thorough assessment of the student's needs based on the identified risk factors. |
| Plan Development | Develop a detailed individual plan with specific interventions, responsible persons, timelines, and desired outcomes. |
| 2. Coordination and Communication | |
| Team Coordination | Ensure that all responsible persons (teachers, counsellors, support staff, etc.) are informed and understand their roles in the implementation. |
| Parent/Guardian Involvement | Communicate the plan to the student's parents or guardians and engage them in the process. |
| 3. Resource Allocation | |
| Resource | Ensure that the necessary resources (e.g., tutoring materials, counselling services, financial aid |

| | |
|---|--|
| | information) are available and accessible to the responsible persons and the student. |
| Training | Provide any necessary training or professional development for staff involved in the plan's implementation. |
| 4. Implementation of Interventions | |
| Academic Support | Provide additional tutoring in specific subjects, as scheduled. |
| Behaviour Management | Implement the behaviour management plan and conduct counselling sessions, as outlined. |
| Attendance Monitoring | Regularly monitor the student's attendance, engage with parents, and provide incentives for punctuality. |
| Special Education Support | Develop and follow the Individualised Education Plan (IEP) for addressing learning difficulties (refer to Appendix 23.2 for an example). |
| Engagement Activities | Involve the student in extracurricular activities and personalised learning projects. |
| Family Support | Offer information and support services to the family to improve the home environment (refer to Toolkit). |
| 5. Regular Monitoring and Feedback | |

| | |
|---------------------------------------|--|
| Progress Tracking | Track the student's progress regularly through assessments, attendance records, behaviour logs, and feedback from involved staff. |
| Adjustments | Make necessary adjustments to the plan based on the student's progress and any new challenges that arise. |
| Feedback Loop | Establish a feedback loop with all stakeholders (students, parents, teachers, counsellors) to gather input and make improvements. |
| 6.Evaluation and Reporting | |
| Evaluation | Conduct periodic evaluations to assess the effectiveness of the interventions and overall progress towards the goals. |
| Reporting | Document the progress and outcomes in regular reports, sharing them with direct stakeholders, including parents and school administration. |
| 7.Sustainability and Follow-Up | |
| Sustainability | Ensure that successful interventions are sustainable and can be maintained over time. |
| Follow-Up | Schedule follow-up meetings to review the student's progress and make any necessary long-term adjustments. |

8. Individual Plan for Student Template

| Risk Factor | Intervention/Action Plan | Responsible Person | Timeline | Outcome/Goal |
|---|---------------------------------|---------------------------|-----------------|---------------------|
| Achievement | | | | |
| Behaviour and Wellbeing | | | | |
| Chronic Absenteeism | | | | |
| Disability and Learning Difficulties | | | | |
| Engagement | | | | |
| Family Disadvantage | | | | |

| Risk Factor | Intervention/Action Plan | Responsible Person | Timeline | Outcome/Goal |
|-------------------|--------------------------|--------------------|----------|--------------|
| Gender and Health | | | | |

Table 5- Individual Plan for Student

(Refer to Appendix 23.2 for an example)

This matrix helps in assessing the severity and likelihood of various risk factors and planning appropriate interventions to support the student effectively

9. Standard Operating Procedures (SOPs) for FCSL (Family-Community-School Link) officers in Malta

Standard Operating Procedures (SOPs) for FCSL (Family-Community-School Link) officers in Malta typically encompass various responsibilities and guidelines for effective engagement with families, schools, and the community. While specific SOPs may vary based on the institution or organisation, here are some general areas these SOPs will cover:

| | |
|---------------------------------------|--|
| 9.1 Engagement with Families | |
| Initial Outreach | Guidelines on how to initiate contact and establish rapport with families, emphasising the importance of building trust and maintaining confidentiality. |
| Needs Assessment | Protocols for conducting comprehensive needs assessments for families to identify challenges and requirements for support. |
| Resource Referral | Procedures for connecting families to relevant resources, such as social services, community programmes, or educational support (refer to Toolkit). |
| 9.2 Collaboration with Schools | |
| Communication Protocols | Guidelines for maintaining open communication channels between the FCSL officer and school staff, emphasising regular updates and collaboration. |
| Parental Engagement Programs | SOPs for organising and implementing programmes that encourage parental engagement in school activities and decision-making processes. |

| | |
|---|---|
| 9.3 Community Engagement | |
| Community Partnership | Steps for building partnerships with community organisations, local authorities, and services that can benefit students and families. |
| Event Planning | Procedures for organising community events, workshops, or seminars aimed at enhancing parental and community engagement in education. |
| 9.4 Collection and Reporting | |
| Data Management | Protocols for collecting and managing data related to family needs, engagement levels, and programmes effectiveness while ensuring compliance with data protection regulations. |
| Reporting | Guidelines for documenting interactions, progress reports, and maintaining records of interventions and support provided to families and students. |
| 9.5 Professional Development and Support | |
| Training and Development | Procedures for ongoing professional development opportunities for FCSL officers to stay updated with best practices and methodologies. |
| Supervision and Support | Guidelines for receiving guidance, support, and supervision from senior staff or supervisors to ensure effectiveness in the role. |

| 9.6 Ethical Standards and Confidentiality | |
|--|---|
| Code of Conduct | Clear guidelines outlining ethical standards, professional conduct, and maintaining confidentiality in all interactions with families and stakeholders. |
| Compliance | Ensuring adherence to legal and ethical standards set by educational and community service guidelines. |

10. Matrix for Standard Operating Procedures (SOPs) – Family-Community-School Link

| Area | Standard Procedure | Purpose | Actions | Frequency/Notes | Other Comments |
|----------------------------------|--|---|---|--|----------------|
| Initial Contact | Establishing initial communication with families | To introduce the role of the FCSL and establish a line of communication | Send welcome letters, organise introductory meetings | At the start of the academic year or upon new student enrolment | |
| Regular Communication | Maintaining ongoing communication | To keep families informed and engaged in school activities and their child's progress | Regular school newsletters, emails, phone calls, and meetings as needed | Ongoing; at least monthly | |
| Attendance Monitoring | Tracking student attendance | To identify patterns of absenteeism and address potential issues | Review attendance records, follow up on unexplained absences; Liaise with SWs, HCN's, HCN, SLTs and Educators | Ongoing; follow-up as needed | |
| Parental Engagement | Encouraging parental engagement | To enhance parental engagement in education and school activities | Organise workshops, parent-teacher meetings (if necessary), teacher and other stakeholders' meetings, volunteer opportunities | Regular events throughout the year, individual meetings, general outings | |
| Support Services Referral | Referring to additional support services | To address specific student needs (academic, social, health) | Identify needs, refer to appropriate services, liaise with external agencies | As needed, based on individual student circumstances | |

| Area | Standard Procedure | Purpose | Actions | Frequency/Notes | Other Comments |
|---------------------------------|---|---|---|---|----------------|
| Crisis Intervention | Handling emergencies or crises | To provide support and coordination in critical situations | Immediate response to crises, communication with relevant parties, post-crisis follow-up | As required in emergency situations | |
| Feedback Collection | Gathering feedback from families, educators and psycho-social teams | To assess the effectiveness of home-school collaboration | Surveys, feedback forms, informal discussions, teachers' meeting, parents' meetings, SMT meetings, psychosocial team meetings | Quarterly and annually or after major events and as required by ELETU | |
| Reporting | Documenting activities and outcomes | To maintain records and inform school management of FCSL activities | Regular reports to school management | Monthly or as required by school management/ELETU | |
| Professional Development | Continuous learning and development | To stay updated with educational policies, practices, and social issues | Attend training sessions, workshops, conferences | Ongoing; as opportunities arise or as requested by ELETU | |
| Confidentiality | Ensuring privacy and confidentiality | To maintain trust and comply with legal requirements | Adhere to data protection laws and school policies | Constant adherence to privacy protocols, GDPR and MEYR regulations | |
| Outreach Officers' Name | | | | | |

Table 1- Matrix for SOP- Family-Community-School Link

This matrix is a guideline and should be tailored to align with the specific protocols and policies of the school or educational institution in Malta. It's important for the FCSL Outreach officers to work closely with school administration and staff to effectively carry out these procedures. Additionally, staying informed about changes in educational policy and social services in Malta is crucial for the role.

11.Reporting Templates

11.1 Record Matrix 1: Outreach

| Record ID | Family Name | Date of Initial Outreach | Needs Assessment Details | Resources Referred | Follow-up Dates | Progress Notes | Name of Officer |
|-----------|-------------|--------------------------|--------------------------|--------------------|------------------|----------------|-----------------|
| 001 | [Family A] | [Date] | [Details] | [Resources] | [Follow-up Date] | [Notes] | [Name] |
| 002 | [Family B] | [Date] | [Details] | [Resources] | [Follow-up Date] | [Notes] | [Name] |
| ... | ... | ... | ... | ... | ... | ... | |

Table 2- Record Matrix- Outreach

Columns' reference:

12. **Record ID:** Unique identifier for each family record.
13. **Family Name:** Name or identifier of the family engaged.
14. **Date of Initial Outreach:** Date when the FCSL Outreach officer initiated contact with the family.
15. **Needs Assessment Details:** Notes or details regarding the assessment conducted, including identified needs and challenges.
16. **Resources Referred:** Documentation of resources, services, or programmes referred to the family.
17. **Follow-up Dates:** Dates scheduled for subsequent follow-up communications or meetings.
18. **Progress Notes:** Space for recording progress, updates, feedback, or any additional notes from follow-up interactions.

This matrix allows FCSL officers to systematically document their interactions and engagements with each family, ensuring organised record-keeping, effective follow-ups, and personalised support based on the identified needs. Actual information specific to each family would be populated within the respective columns. Adjustments can be made to include any additional relevant details or columns based on specific programme requirements or institutional policies.

11.2 Record Matrix 2 : Programmes

| Report ID | Programme Name | Name of Programme Provider | Programme Objectives | Date of Implementation | Attendance | Feedback Summary | Challenges Faced | Recommendations for Improvement |
|-----------|----------------|----------------------------|----------------------|------------------------|------------|------------------|------------------|---------------------------------|
| 001 | | | | | | | | |
| 002 | | | | | | | | |

Table 3- Record Matrix Programmes

(Refer to Appendices 23.1 for example)

Here's what each column represents:

1. **Report ID:** Unique identifier for each report.
2. **Programme Name:** Name or title of the parental engagement programme.
3. **Name of Programme Provider:** Name or title of the programme/training provider.
4. **Programme Objectives:** Specific goals or aims of the programme.
5. **Date of Implementation:** Date when the programme was executed.
6. **Attendance:** Number or details of participants attending the programme.
7. **Feedback Summary:** Summary of feedback received from attendees regarding the programme's effectiveness, strengths, weaknesses, or suggestions.
8. **Challenges Faced:** Documented challenges or obstacles encountered during the implementation of the programme.
9. **Recommendations for Improvement:** Suggestions or recommendations for enhancing future programmes based on feedback and challenges faced.

This table structure allows FCSL officers and school staff to systematically document details, feedback, challenges, and improvement suggestions for each parental engagement programme. Actual information specific to each programme would be populated within the respective columns. Adjustments made to include additional columns or details as per specific reporting needs or programme evaluation.

12. Standard Operating Procedure for Engagement with Families

Objective: To establish effective communication and rapport with families to facilitate support and enhance engagement in their child's education.

| | |
|-------------------------------|--|
| 12.1 Initial Outreach | |
| Introduction Protocol | FCSL officers will introduce themselves to families via an initial phone call or visit, clearly stating their role and purpose. |
| Establish Trust | Emphasise confidentiality and build trust by explaining the purpose of the FCSL programme and its support offerings. |
| Active Listening | Engage in active listening to understand the family's concerns, needs, and priorities. |
| 12.2 Needs Assessment | |
| Structured Assessment | Conduct a comprehensive assessment using standardised tools or questionnaires to identify family needs (refer to Section no.13 for the Family Needs Assessment Tool). |
| Individualised Approach | Tailor the assessment to the family's specific circumstances, considering cultural sensitivities and individual situations. |
| Documentation | Maintain accurate records of the needs assessment process while ensuring data protection compliance. |
| 12.3 Resource Referral | |
| Resource Identification | Identify relevant community resources, social services, educational support programmes, and other available assistance. |

| | |
|---|---|
| Explain Options | Explain available resources and support services, providing families with information on how to access these resources. |
| Follow-Up | Maintain contact with families to ensure they can successfully access and benefit from the referred resources. |
| 12.4 Continuous Engagement | |
| Regular Communication | Establish a schedule for follow-up calls or meetings to maintain ongoing communication and support. |
| Building Relationships | Foster ongoing relationships by demonstrating empathy, availability, and a non-judgmental approach. |
| Progress Tracking | Track and document progress made by the family, monitoring changes or challenges that may arise. |
| 12.5 Review and Feedback | |
| Feedback Collection | Encourage families to provide feedback on the support received and the effectiveness of interventions. |
| Continuous Improvement | Use feedback to improve engagement strategies and refine the support offered to better meet family needs. |
| Evaluation | Periodically assess the effectiveness of engagement strategies and adjust approaches accordingly. |
| 12.6 Confidentiality and Professionalism | |
| Confidentiality Assurance | Maintain strict confidentiality regarding family information obtained during engagements. |

| | |
|---|--|
| Professional Conduct | Uphold ethical standards and professional conduct in all interactions with families, ensuring respect and dignity. |
| 12.7 Documentation and Reporting | |
| Record Keeping | Maintain accurate and up-to-date records of interactions, needs assessment, referrals, and follow-ups. |
| Report Generation | Prepare periodic reports on family engagements, outlining successes, challenges, and outcomes. |

This SOP provides a structured approach for FCSL officers when engaging with families, ensuring a consistent and supportive framework while respecting confidentiality and tailoring support to meet individual family needs. Adjustments can be made to align with specific organisational policies and local requirements.

13. Family Needs Assessment Tool Template

Family Needs Assessment Tool

Instructions: This form aims to understand your family's needs and priorities to provide appropriate support. Please answer the following questions to the best of your ability. Your responses will remain confidential and used solely for improving support services.

Family Information

1. Family Name:

2. Contact Information:

3. Number of Family Members:

Education and School-Related Needs

1. Are you satisfied with your child(ren)'s current educational experiences?

(Yes/No) If no, please explain:

2. How would you describe your involvement in your child(ren)'s education?

(Limited/Moderate/High)

3. Are there any specific subjects or areas where your child(ren) may need additional support or assistance?

Social and Emotional Needs

1. Does your family face any challenges regarding social or emotional well-being?

(Yes/No) If yes, please explain:

Social and Emotional Needs

| |
|--|
| |
|--|

2. Are there any stressors or difficulties affecting your family's overall well-being that you would like assistance with?

| |
|--|
| |
|--|

Community and Support Services

| | |
|---|--|
| 1. Are you aware of the available community resources and support services? | (Yes/No) If no, what additional support do you need? |
|---|--|

| | |
|--|--|
| | |
|--|--|

| | |
|---|----------------------------------|
| 2. Have you utilised any community services or resources in the past? | (Yes/No) If yes, please specify: |
|---|----------------------------------|

| | |
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| | |
|--|--|

Additional Comments or Concerns

Please share any additional comments, concerns, or specific needs your family may have that haven't been addressed above.

| |
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|--|

Table 6- Family Needs Assessment Tool Template

This table-based needs assessment tool provides a structured format for collecting information on various aspects of a family's needs, allowing FCSL officers to gather valuable insights for providing tailored support. Adjustments can be made to suit specific community contexts or preferences.

14.Ongoing Actions of an FCSL officer

| Step | Actions |
|--|--|
| Initial Outreach | - Introduce FCSL officers, explain role and purpose. |
| | - Emphasise confidentiality, build trust in FCSL programme. |
| | - Engage actively, listen to family concerns and needs. |
| Needs Assessment | - Conduct comprehensive assessment using standardised tools. |
| | - Customise assessment considering family circumstances. |
| | - Maintain accurate records, ensure data protection compliance. |
| Resource Referral | - Identify relevant community resources and services. |
| | - Explain available support, guide families to access resources. |
| | - Follow up to ensure effective utilisation of referred resources. |
| Continuous Engagement | - Schedule regular follow-up calls or meetings. |
| | - Foster ongoing relationships with empathy and openness. |
| | - Track family progress, monitor changes and challenges. |
| Review and Feedback | - Encourage feedback on support effectiveness. |
| | - Utilise feedback to refine engagement strategies. |
| | - Periodically evaluate strategy effectiveness and adjust. |
| Confidentiality and Professionalism | - Maintain strict confidentiality of family information. |
| | - Uphold ethical standards in all interactions. |
| Documentation and Reporting | - Maintain accurate records of interactions, assessments, referrals. |
| | - Generate periodic reports summarising engagements, outcomes, challenges. |

15. Standard Operating Procedure for Collaboration with Schools for Parental Engagement Programmes

Objective:

To facilitate effective collaboration between FCSL officers and schools in creating and implementing programmes that encourage parental engagement in the educational process.

| | |
|--|--|
| 15.1 Initial Communication: | |
| Introduction to School Staff | FCSL officers will introduce themselves to school staff, emphasising their role in fostering parental engagement. |
| Understanding School Needs | Initiate discussions with school staff to understand the institution's goals and existing parental engagement strategies. |
| 15.2 Needs Assessment for Parental Engagement | |
| Consultation with School Staff | Collaborate with school staff to conduct a needs assessment to identify gaps or areas for improvement in parental engagement. (refer to Section no 16 for the School Needs Analysis tool template) |
| Input from Parents | Seek input from parents through surveys or meetings to understand their perspectives and expectations regarding engagement in school activities. |
| 15.3. Programme Development | |
| Brainstorming Sessions | Organise joint brainstorming sessions involving school staff, FCSL officers, and potentially parents to generate ideas for new parental engagement programmes. |
| Programme Planning | Develop comprehensive plans for programme, considering resources, timelines, and methods for engaging parents effectively. |

| | |
|--|--|
| 15.4 Implementation of Programmes | |
| Resource Allocation | Allocate necessary resources, including staff, materials, and facilities, to support the implementation of parental engagement programs. |
| Clear Communication | Ensure clear communication between FCSL officers and school staff regarding the roles, responsibilities, and timelines for executing programmes. |
| 15.5 Parental Engagement Events | |
| Event Organisation | Collaborate to organise events such as workshops, seminars, or parent-teacher sessions aimed at engaging parents in the school community. |
| Resource Mobilisation | Coordinate efforts to gather necessary resources or external speakers to enhance the quality of engagement events. |
| 15.6 Monitoring and Evaluation | |
| Regular Evaluation | Conduct ongoing evaluations of parental engagement programmes to assess their impact and effectiveness. |
| Feedback Collection | Solicit feedback from both school staff and parents to gauge satisfaction levels and identify areas for improvement. |
| 15.7 Reporting and Documentation | |
| Documentation of Programmes | Maintain detailed records of programme activities, attendance, feedback, and outcomes for reporting purposes. |
| Periodic Reports | Generate reports summarizing the success, challenges, and recommendations for enhancing parental engagement programmes. |

| | |
|------------------------------------|---|
| 15.8 Continuous Improvement | |
| Feedback Integration: | Use feedback obtained from evaluations and stakeholders to refine and improve future parental engagement initiatives. |
| Adaptation and Flexibility | Be adaptable and willing to adjust programmes based on changing needs, feedback, or unforeseen circumstances. |

This SOP outlines a systematic approach for FCSL officers to collaborate with schools in designing, implementing, and evaluating parental engagement programmes, fostering a collaborative environment to enhance parental engagement in the educational process. Adjustments can be made based on specific school contexts and requirements.

16. School Needs Analysis Tool

School Needs Analysis Tool: FCSL and Parental Engagement

Instructions: This form aims to assess the school's needs and areas where Family-Community-School Link (FCSL) and parental engagement can be improved. Please answer the following questions to the best of your knowledge. Your responses will be used to enhance parental engagement initiatives and support FCSL efforts.

School Information

1. School Name:

2. Contact Person:

3. Position at the School(Consider role instead):

Current FCSL and Parental Engagement Practices

1. Describe the current practices or initiatives for parental engagement within the school.

2. How does the school currently involve parents in decision-making processes or school activities?

3. What are the primary challenges faced by the school in fostering effective parental engagement?

FCSL Support and Effectiveness

1. How would you rate the effectiveness of the current FCSL efforts in fostering parental engagement? (Effective/Adequate/Needs Improvement)

FCSL Support and Effectiveness

2. In what specific areas do you feel the FCSL role could be more supportive of parental engagement?

3. Are there any obstacles hindering the FCSL's efforts in engaging with parents effectively?

Parental Needs and Expectations

1. What do parents expect or desire from the school in terms of involvement or communication?

2. Are there specific areas where parents have expressed a need for more support or information from the school?

School Goals and Additional Comments

1. What are the school's main goals or targets concerning parental engagement for the upcoming scholastic year(s)?

2. Any additional comments, concerns, or specific needs the school would like to address regarding FCSL and parental engagement?

School Goals and Additional Comments

3. Have there been any successful initiatives or practices in engaging parents that the school would like to replicate or expand?

Table 7- School Needs Analysis

This needs analysis tool for the school is designed to gather insights into the current state of parental engagement, FCSL support, challenges faced, and expectations from both the school's and parents' perspectives. It can be customised further based on specific school contexts or additional areas of interest for improvement.

17. Combined Risk Matrix for Family Parental Engagement, Absenteeism, and Achievement

Below is a comprehensive risk matrix for assessing the risk factors of Parental Engagement, Absenteeism, and Achievement related to Early Leaving from Education and Training (ELET). Each factor includes criteria for severity and likelihood, along with expanded references (Refer to Section 17.4 for the Risk Matrix).

17.1 Explanation of Criteria for the Risk Factor: Parental Engagement

| Level of Severity | Severity Criteria | Likelihood Criteria | References |
|-----------------------------|---|---------------------------|--|
| 1. Very Low Severity | Highly engaged parents in all aspects of education. | Very unlikely to decrease | Epstein, J.L., & Sheldon, S.B. (2002). Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. Feuerstein, A. (2000). School Characteristics and Parent Involvement: Influences on Participation in Children's Schools. |
| 2. Low Severity | Above-average parental engagement. | Unlikely to decrease. | Henderson, A.T., & Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Hill, N.E., & Tyson, D.F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. |
| 3. Medium Severity | Average parental engagement. | Possible to decrease. | Fan, X., & Chen, M. (2001). Parental Involvement and Students' Academic |

| | | | |
|-----------------------------|------------------------------------|----------------------------|--|
| | | | Achievement: A Meta-Analysis. Hoover-Dempsey, K.V., & Sandler, H.M. (1995). Parental Involvement in Children's Education: Why Does It Make a Difference? |
| 4.High Severity | Below-average parental engagement. | Likely to decrease. | Hoover-Dempsey, K.V., & Sandler, H.M. (1997). Why Do Parents Become Involved in Their Children's Education? Desforges, C., & Abouchaar, A. (2003). The Impact of Parental Involvement, Parental Support, and Family Education on Pupil Achievement and Adjustment. |
| 5.Very High Severity | Minimal or no parental engagement. | Highly likely to decrease. | Jeynes, W.H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. Hornby, G., & Lafaele, R. (2011). Barriers to Parental Involvement in Education: An Explanatory Model. |

17.2 Explanation of Criteria for the Risk Factor: Absenteeism

| Score | Severity Criteria | Likelihood Criteria | References |
|----------------------------|------------------------|----------------------------|---|
| 1.Very Low Severity | No absences per month. | Very unlikely to increase. | Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Railsback, J. (2004). Increasing Student Attendance: Strategies from Research and Practice. |
| 2.Low Severity | 1 absence per month | Unlikely to increase | Chang, H.N., & Romero, M. (2008). Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. Romero, M., & Lee, Y. (2007). A National Portrait of Chronic Absenteeism in the Early Grades. |

| | | | |
|----------------------------------|------------------------------|------------------------------|---|
| <p>3. Medium Severity</p> | <p>2 absences per month.</p> | <p>Possible to increase.</p> | <p>Gottfried, M.A. (2014). Chronic Absenteeism and Its Effects on Students' Academic and Socioemotional Outcomes. Bruner, C., Discher, A., & Chang, H. (2011). Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight.</p> |
| <p>4. High Severity</p> | <p>1 absence per week.</p> | <p>Likely to increase.</p> | <p>Connolly, F., & Olson, L.S. (2012). Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten. Attendance Works (2014). Attendance in the Early Grades: Why It Matters for Reading.</p> |

| | | | |
|------------------------------|------------------------------|----------------------------|---|
| 5. Very High Severity | 2 or more absences per week. | Highly likely to increase. | Allensworth, E.M., & Easton, J.Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools. Sheldon, S.B., & Epstein, J.L. (2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. |
|------------------------------|------------------------------|----------------------------|---|

17.3 Explanation of Criteria for the Risk Factor: Achievement

| Severity | Criteria | Likelihood Criteria | References |
|-----------------------------|---------------------------------------|---------------------------|--|
| 1. Very Low Severity | High grades in all subjects. | Very unlikely to decline. | Hattie, J. (2009). Visible Learning. Bloom, B.S. (1984). The Search for Methods of Group Instruction as Effective as One-to-One Tutoring |
| 2. Low Severity | Above-average grades in most subjects | Unlikely to decline. | Marzano, R.J. (2003). What Works in Schools. Walberg, H.J. (1984). Improving the Productivity of America's Schools. |
| 3. Medium Severity | Average grades in most subjects. | Possible to decline. | Brophy, J. (1986). Teacher Influences on Student Achievement. Good, T.L., & Brophy, J.E. |

| | | | |
|------------------------------|--|---------------------------|---|
| | | | (2008). Looking in Classrooms. |
| 4. High Severity | Below-average grades in most subjects. | Likely to decline. | Slavin, R.E. (1987). Cooperative Learning. Rosenshine, B., & Stevens, R. (1986). Teaching Functions. |
| 5. Very High Severity | Failing grades in most subjects | Highly likely to decline. | OECD (2016). Low-Performing Students: Why They Fall Behind and How to Help Them Succeed. Hanushek, E.A. (2011). The Economic Value of Higher Teacher Quality. |

17.4 Risk Matrix Structure:

| Engagement \ Absenteeism | Low Absenteeism | Moderate Absenteeism | High Absenteeism |
|--------------------------|-------------------------------|-------------------------------|--------------------------|
| High Engagement | High Achievement (Green) | Moderate Achievement (Yellow) | Low Achievement (Orange) |
| Moderate Engagement | Moderate Achievement (Yellow) | Low Achievement (Orange) | Severe Risk (Red) |
| Low Engagement | Low Achievement (Orange) | Severe Risk (Red) | Severe Risk (Red) |

Table 8- Risk Matrix Structure

Risk Levels for Achievement:

- **High Achievement Potential:** Green
- **Moderate Achievement Potential:** Yellow
- **Low Achievement Potential:** Orange
- **Severe Risk for Low Achievement:** Red

18. Guidelines for Home Visits by Outreach Officers

Purpose and Objectives:

18.1 Primary Goal:

To engage with students and their families to address and reduce instances of early leaving from education and training.

18.1.2 Specific Objectives:

- Understand the factors contributing to absenteeism or dropout.
- Provide support and resources to encourage re-engagement with education or training.
- Build trust and rapport with students and their families.

18.2 Home visits Guidelines

- All home visits, particularly the initial ones, must be conducted by at least two professionals.
- Senior must be informed regarding the current location and the colleague who will be accompanying the officer during the visit.
- An estimate duration for the visit must be planned.
- If the visit is expected to take longer than anticipated, the senior must be informed.
- Ensure that mobile phones or other communication devices are turned on and fully functional throughout the visit in any cases of emergencies
- Do not share any personal information, including your home address, places you frequent, or details about your family and friends.
- Always keep emergency contact numbers readily available.
- Politely decline any gifts or favours from clients to maintain professional boundaries.

18.3 Dress Code Guidelines

As professionals, it is important that appropriate attire is worn:-

18.3.1 Footwear

- No flip-flops. To wear closed-toe shoes that are professional and comfortable for mobility.

18.3.2 Clothing

- To avoid wearing shorts or miniskirts.

- No see-through clothing.
- To avoid extra tight-fitting clothes.
- Low-cut tops or dresses are not permitted.
- Ensure that clothing is not torn or shabby.

18.3.3 Personal Grooming

- Maintain neat hair and overall appearance.
- Men should have a shaved or neatly trimmed beard.
- Nail polish should be discreet and not distracting.
- Makeup should be subtle and professional.

18.4 Objectives of a Home Visit

18.4.1 Confidentiality

- All workers must assure clients that all contents of the visit will be kept confidential. Exceptions to this confidentiality include situations where there are serious issues such as neglect, self-harm, or imminent danger to the client or others.

18.4.2 Observation and Notation for Report

- Pay attention to and make notes on various elements including:
 - **Body Language:** Observe the client's non-verbal cues to better understand their feelings and attitudes.
 - **Environment:** Take note of the living conditions and any factors that may impact the client's well-being.
 - **Topics Chosen:** Listen to the subjects the client chooses to discuss as they can provide insight into their priorities and concerns.
 - **Needs and Challenges:** Identify the needs and challenges mentioned by the client to tailor support and interventions accordingly.

18.5 Creating a Dynamic Link with Family, School, and Community

Primary Aims:

18.5.1 Understanding and Inclusion

- Gain a realistic understanding of the family's situation.
- Ensure that families feel included in a dynamic support system that addresses their needs comprehensively.

18.5.2 Integrated Educational Support

- Make sure that teachers, guidance counsellors, and school administrators feel that they are part of a responsive system and are aware of the needs and challenges faced by students and families.

18.5.3 Collaboration and Communication

- Promote regular communication between families and educators to ensure that both parties are informed about the student's progress, challenges, and any external factors affecting their education.
- Schedule meetings, both formal and informal, to discuss the student's development and address any concerns.

18.5.4 Holistic Assessment and Intervention

- Conduct comprehensive assessments that consider the family's situation, the school environment, and community factors (Refer to Section 14 and 16)
- Develop intervention strategies that involve both the family and school, ensuring a cohesive approach to support the student.

18.5.5 Care Plans

- Care plans are discussed in case of ELET high risk. The care plan outlines the interventions to be conducted within a timeframe, in relation to the student, school stakeholders and family members, if the need arises.

18.5.6 Resource Sharing and Access

- Ensure that families and educators have access to necessary resources and support services.
- Identify community resources from the toolkit that can assist with various issues such as mental health, financial assistance, and educational support (refer to Toolkit).

18.5.7 Ongoing Monitoring and Evaluation

- Continuously monitor the effectiveness of the support system in place.
- Evaluate the outcomes regularly and make adjustments as needed to better meet the needs of the student and family.

18.6. Communication During Home Visits

18.6.1 How to Initiate Conversation during the Visit

- Conversation is very important during home visits. The goal is to create a comfortable and non-threatening environment for the person or family.

- Begin with a casual conversation. This helps to set the scene and reduces any feelings of threat or defensiveness from the person/s being visited.

18.6.2 Active Listening and Engagement

- Listen actively to the person's responses and use these as cues to extend the conversation. If they mention something of interest or concern, use that as a point to delve deeper, ensuring that the conversation remains non-invasive and supportive.

18.7 Observational Guidelines During Home Visits

18.7.1 Environment

- **Tidiness:** Note the overall cleanliness and organisation of the home.
- **Clutter:** Observe if the home is overly cluttered or disorganised.
- **Cleanliness:** Look for signs of neglect or poor hygiene in the living spaces.
- **Personal Items:** Notice personal items such as photos, books, and pets, which can often reveal a lot about the person's interests, values and
- Be alert to anything unusual that catches your attention, whether it is in the environment or the behaviour of the individuals.

18.7.2 Discretion

- Maintain discretion at all times. Your observations should be subtle and respectful, ensuring that the person or family does not feel judged or scrutinised.

18.8 Keep note of the Needs and Challenges noticed during the visit

18.8.1-Documentation After the Visit

- Upon leaving the residence, promptly make a detailed report of all the needs, challenges, and complaints observed or mentioned during the visit. This ensures that important information is accurately recorded.

18.8.2 Comparison with School Authorities

- Share and compare the gathered information with school authorities or the guidance teacher and social workers. Check which issues they were already aware of and identify any new issues that need further exploration.
- Collaborate to ensure a comprehensive understanding of the student's situation and coordinate efforts to address the identified needs and challenges.

18.9 Offering Options or Way Forward During Home Visits

18.9.1-Realistic Responses

- Do not offer solutions or a way forward unless you are confident that they are feasible and realistically available.

18.9.2-Reassurance

- Reassure the person that the issues they have raised will be addressed. Communicate that you will follow up on these concerns and get back to them with possible solutions or updates.

18.9.3 Time Frame for Follow-Up

- Provide a clear time frame within which they can expect your response for issues that could not be dealt with during the visit. This helps manage their expectations and shows your commitment to addressing their concerns.

18.9.4 Contact Details

- Collect contact details and note the best times to reach the person for follow-up.

18.9.5 Scheduling the Next Visit

- Set another appointment for a follow-up home visit. This helps to instil a sense of continuity and ongoing support, reassuring the person that their situation is being actively monitored and addressed.

18.10 Synergy is Crucial

18.10.1-Unified Communication

- Before and after home visits, it is imperative to provide relevant feedback to all other professionals involved in the case. This ensures that everyone is on the same page regarding the client's situation and needs.

18.10.2 Clarity for the Client

- Ensure that the client is clear about all proposed actions and the steps being taken. They should have a comprehensive understanding of their situation and the support they are receiving.

18.11 Crisis Intervention

In case of a crisis during home visits one is to contact immediately their superior, the social work unit or 112 for support

TRAINING FOR PARENTS



19. Standard Operating Procedure (SOP) for Training Organised for Parents

This SOP outlines the procedures for organising and conducting training sessions for parents. The training can be conducted in various formats: as outreach in schools, outreach within the community, specific training for individual needs, and training according to school needs assessment.

A. Outreach in School

| | |
|---------------------------------------|---|
| 1. Planning and Preparation | |
| Identify Training Needs | Conduct surveys or meetings to understand the training needs of parents. |
| Schedule Sessions | Determine suitable dates and times for training sessions, considering parents' availability. |
| Venue Booking | Reserve school facilities such as classrooms, auditoriums, or gymnasiums. |
| Resource Preparation | Prepare materials, handouts, and any necessary equipment (e.g., projectors, computers). |
| 2. Communication and Promotion | |
| Inform Parents | Send out notices via school newsletters, emails, and social media such (as edukazzjoni platform) about the training sessions. |
| Registration | Set up a registration system (online or in-person) to track attendance and gather contact information. |
| Reminders | Send reminders a week and a day before the session. |
| 3. Conducting the Training | |
| Welcome and Introduction | Welcome parents, introduce trainers, and outline the agenda. |

| | |
|-----------------------------|---|
| Session Delivery | Deliver the training using interactive methods such as presentations, group discussions and Q&A sessions |
| Feedback Collection | Distribute feedback forms to parents at the end of the session to gather their input and suggestions (refer to Appendix 23.9 for Feedback Forms). |
| 4. Follow-Up | |
| Review Feedback | Analyse the feedback to identify areas for improvement. |
| Share Resource | Provide parents with access to training materials and additional resources. |
| Plan Future Sessions | Use feedback to plan and improve future training sessions. |

B. Outreach Within the Community

| | |
|---|--|
| 1. Planning and Preparation | |
| Identify Community Venues | Identify suitable community venues such as community centres, libraries, or local clubs. |
| Collaborate with Community Leaders | Partner with community leaders or organisations to promote and support the training sessions. |
| Schedule Sessions | Determine convenient dates and times for sessions. |
| 2. Communication and Promotion | |
| Community Advertising | Promote the sessions through community bulletin boards, local newspapers, social media, and word-of- |
| Registration | Implement a registration system to track attendance and gather participants' contact information. |
| 3. Conducting the Training | |

| | |
|---------------------------------|--|
| Welcome and Introduction | Welcome participants, introduce trainers, and outline the session agenda |
| Session Delivery | Use interactive methods such as workshops, hands-on activities, and group discussions to deliver the |
| Feedback Collection | Distribute feedback forms to participants at the end of the session (refer to Appendices 23.9 for feedback |
| 4. Follow-Up | |
| Review Feedback | Analyse feedback to identify strengths and areas for improvement. |
| Share Resources | Provide participants with access to training materials and additional resources. |
| Plan Future Sessions | Use feedback to plan and improve future community outreach training sessions. |

C. Specific Training for Individual Needs

| | |
|---------------------------------------|--|
| 1. Planning and Preparation | |
| Identify Individual Needs | Work with teachers, counsellors, and parents to identify specific needs of individual parents. |
| Customise Training Content | Develop tailored training materials to address individual needs. |
| Schedule Sessions | Arrange one-on-one or small group sessions at mutually convenient times. |
| 2. Communication and Promotion | |
| Direct Contact | Reach out directly to parents to inform them about the available training and schedule sessions. |
| Flexible Scheduling | Offer flexible scheduling options to accommodate parents' availability. |

| 3. Conducting the Training | |
|-----------------------------------|--|
| Personalised Approach | Provide a personalised training experience, focusing on the specific needs and concerns of the parent. |
| Interactive Methods | Use interactive methods such as role-playing, demonstrations, and practical exercises. |
| Feedback Collection | Gather feedback from parents at the end of the session. |
| 4. Follow-up | |
| Review Feedback | Analyse feedback to identify the effectiveness of the training and areas for improvement. |
| Ongoing Support | Provide ongoing support and resources to parents, as needed. |
| Plan Future Sessions | Use feedback to plan and improve future individualised training sessions. |

D. Specific Training According to School Needs Assessment

| 1. Planning and Preparation | |
|---------------------------------------|---|
| Conduct Needs Assessment | Conduct a thorough needs assessment of the school to identify common issues and training needs. |
| Develop Training Programme | Develop a comprehensive training programme based on the needs assessment. |
| Schedule Sessions | Arrange training sessions at times that are convenient for the majority of parents. |
| 2. Communication and Promotion | |
| Inform Parents | Inform parents about the training sessions through school newsletters, emails, and social media. |
| Registration | Implement a registration system to track attendance and gather participants' contact information. |
| Reminders | Send reminders a week and a day before the session. |

| | |
|-----------------------------------|---|
| 3. Conducting the Training | |
| Welcome and Introduction | Welcome parents, introduce trainers, and outline the agenda. |
| Session Delivery | Use interactive methods such as presentations, group discussions, and Q&A sessions to deliver the training. |
| Feedback Collection | Distribute feedback forms to parents at the end of the session. |
| 4. Follow up | |
| Review Feedback | Analyse feedback to identify strengths and areas for improvement. |
| Share Resources | Provide parents with access to training materials and additional resources. |
| Plan Future Sessions | Use feedback to plan and improve future training sessions according to the school needs assessment. |

(Refer to training plan and feedback sheets templates in Appendices 23.8 and 23.9)

Summary

This SOP ensures a structured approach to organising and conducting training sessions for parents in various formats. By following these procedures, schools can effectively engage parents, address their specific needs, and enhance their involvement in their children's education.

20. Training Plan and Record Matrix for Parents

The following matrix is designed to help plan and record the details of each training session for parents. It includes columns for key information such as the session title, date, time, location, trainer(s), objectives, materials needed, attendance, and feedback summary.

Figure 20. 1:-Training Plan Template

| Session Title | Date | Time | Location | Trainer(s) | Objectives | Materials Needed | Attendance | Feedback Summary |
|---------------|------|------|----------|------------|------------|------------------|------------|------------------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

1. **Session Title:** Enter the title of the training session.
2. **Date:** Enter the date of the training session.
3. **Time:** Enter the start and end times of the training session.
4. **Location:** Enter the location where the training session will be held.

5. **Trainer(s):** List the name(s) and title(s) of the trainer(s) conducting the session.
6. **Objectives:** List the main objectives of the training session.
7. **Materials Needed:** List all materials needed for the training session.
8. **Attendance:** Record the number of attendees for each session.
9. **Feedback Summary:** Summarise the feedback received from participants after the session.

This matrix allows for organised planning and record-keeping of training sessions, ensuring that all necessary details are tracked and evaluated for continuous improvement.

21.Measuring the success of the training carried out with the parents.

To effectively measure the success of training sessions for parents, it is essential to use a variety of evaluation methods. This ensures that the training objectives are met, and continuous improvements can be made. Below are some key methods to measure training success:

| | 1.Pre-Training and Post-Training Surveys | 2.Attendance and Participation Rates | Feedback Forms | Observation and Trainer Feedback | 5. Learning Assessments | 6.Long-Term Impact Studies | 7. Goal Achievement |
|--------------------|--|--|---|--|--|--|---|
| Objective | To measure changes in knowledge, skills, and attitudes. | To gauge interest and engagement. | To gather direct feedback from participants. | To assess the delivery and effectiveness of the training. | To evaluate the knowledge gained by participants. | To measure the long-term effects of the training. | To determine if the training met its stated objectives. |
| Method | Administer surveys before and after the training session. | Track the number of attendees and their level of participation. | Distribute feedback forms at the end of each session. | Trainers and observers take notes during the session. | Conduct quizzes or practical assessments. | Follow up with participants after a few months to assess changes in behaviour and outcomes. | Compare pre-defined goals with post-training outcomes. |
| Key Metrics | Increase in correct answers, improved confidence levels, and changes in attitudes. | Number of attendees, participation in discussions, and engagement in activities. | Satisfaction scores, suggestions for improvement, and overall experience. | Trainer’s ability to engage participants, clarity of information, and effectiveness of teaching methods. | Improvement in quiz scores, application of knowledge in practical scenarios. | Improved student performance, increased parental involvement, and sustained changes in behavior. | Achievement of specific goals such as increased parental knowledge, improved student performance, and enhanced parental engagement. |

| | | | | | | | |
|---|--|---|--|---|--|---|---|
| <p>Sample Questions or Example</p> | <ul style="list-style-type: none"> ○ How confident are you in supporting your child's homework before/after the training? ○ Rate your knowledge of school resources on a scale from 1 to 5 | <p>A high attendance rate coupled with active participation indicates a successful session.</p> | <ul style="list-style-type: none"> ○ How satisfied are you with the training session? (Scale of 1 to 5) ○ What did you find most useful about the session? ○ What improvements would you suggest for future sessions? | <p>Trainers provide a report on what went well and areas for improvement.</p> | <p>A quiz administered at the end of the session shows a significant improvement in scores compared to a pre-session quiz.</p> | <p>A survey conducted six months after the training shows that parents are more involved in their children's education.</p> | <p>The training aimed to improve parents' understanding of the school curriculum, and post-training surveys show a 90% increase in understanding.</p> |
|---|--|---|--|---|--|---|---|

22. Training Evaluation Matrix Template

Below is a matrix to track the evaluation of each training session:

| Session Title | Date | Pre-Training Survey Avg. Score | Post-Training Survey Avg. Score | Attendance | Participation Level | Feedback Score (1-5) | Key Feedback | Learning Assessment Improvement | Long-Term Impact |
|---------------|------|--------------------------------|---------------------------------|------------|---------------------|----------------------|--------------|---------------------------------|------------------|
| | | | | | | | | | |
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Summary

Using a combination of these evaluation methods and tracking them in a detailed matrix allows for a comprehensive understanding of the training's effectiveness. It helps identify areas for improvement and ensures that the training sessions are meeting their intended goals, ultimately leading to better parental involvement and improved student performance.

23. Appendices

23.1 Record Matrix 2 Programmes Example

| Report ID | Programme Name | Name of Programme Provider | Programme Objectives | Date of Implementation | Attendance | Feedback Summary | Challenges Faced | Recommendations for Improvement |
|-----------|--|----------------------------|--|------------------------|-----------------------|-----------------------|--------------------------|---------------------------------|
| 001 | Workshop on Parent-Teacher Collaboration | [Name] | Enhance collaboration between parents and teachers | [Date] | [Number of Attendees] | [Summary of Feedback] | [Challenges Encountered] | [Suggestions for Improvement] |
| 002 | Parental Engagement Seminar | [Name] | Improve parental engagement in school activities | [Date] | [Number of Attendees] | [Summary of Feedback] | [Challenges Encountered] | [Suggestions for Improvement] |

23.2 Implementation Plan for Student A (Example)

Risk Factor: Achievement

Intervention/Action Plan: Provide additional tutoring in math and science

Responsible Person: Class Teacher/Tutor

Timeline: Weekly

Outcome/Goal: Improve math and science grade

Implementation Steps:

1. **Initial Assessment:** Identify specific areas in math and science where the student needs improvement.
2. **Tutoring Schedule:** Arrange a weekly tutoring schedule with the class teacher or a designated tutor.
3. **Resource Allocation:** Provide relevant study materials and resources for the tutoring sessions.
4. **Monitoring:** Track the student's progress through regular quizzes and assignments.
5. **Feedback:** Gather feedback from the tutor and the student to adjust the tutoring approach as needed.
6. **Evaluation:** Assess the student's performance at the end of each term to evaluate the effectiveness of the tutoring.

Risk Factor: Behaviour and Wellbeing

Intervention/Action Plan: Implement a behaviour management plan and provide counselling sessions

Responsible Person: School Counsellor

Timeline: Bi-weekly

Outcome/Goal: Reduce disruptive behaviour

Implementation Steps:

1. **Initial Assessment:** Conduct an initial behaviour assessment to understand the underlying issues.

2. **Behaviour Plan:** Develop a behaviour management plan with specific strategies and goals.
3. **Counselling Schedule:** Arrange bi-weekly counselling sessions with the school counsellor.
4. **Monitoring:** Keep a behaviour log to track incidents and progress.
5. **Feedback:** Gather feedback from teachers, the counsellor, and the student to adjust the plan as needed.
6. **Evaluation:** Review the behaviour log and counselling notes periodically to evaluate progress.

By following these structured steps, the individual plan can be effectively implemented to support the student's needs and help them achieve their goals.

23.3 Family Needs assessment in the Maltese Version

Formola ta' valutazzjoni għall-bżonnijiet tal-familja

Istruzzjonijiet:

Din il-formola għandha l-għan li tifhem il-bżonnijiet u l-prijoritajiet tal-familja tiegħek biex tipprovdi appoġġ xieraq. Jekk jogħġbok wieġeb il-mistoqsijiet li ġejjin bl-aħjar mod possibbli. It-tweġibiet tiegħek se jibqgħu kunfidenzjali u jintużaw biss biex intejbu s-servizzi ta' appoġġ.

Informazzjoni Ġenerali

1. Kunjom tal-familja:
2. Numru ta' kuntatt:
3. Numru ta' membri fil-familja:

Edukazzjoni u bżonnijiet relatati mal-Edukazzjoni

| | |
|--|--|
| 1. Int sodisfatt bl-esperjenzi edukattivi attwali tat-tifel/tifla tiegħek? | (Iva/Le) Jekk le, jekk jogħġbok agħti aktar informazzjoni: |
|--|--|

| |
|---|
| 2. Kif tiddekrivi l-involvement tiegħek fl-edukazzjoni tat-tifel/tifla tiegħek? (Limitat/Moderat/Għoli) |
|---|

| |
|---|
| 3. Hemm xi sugġetti jew oqsma speċifiċi fejn it-tifel/tifla tiegħek jista' jkollu/jkollha bżonn appoġġ jew assistenza addizzjonali? |
|---|

Bżonnijiet Soċjali u Emożzjonali

1.L-familja tiegħek tiffaċċja xi sfidi soċjali jew emożzjonali?

(Iva/Le) Jekk iva, jekk jogħġbok agħti aktar informazzjoni:

2.Hemm xi fatturi jew diffikultajiet li jaffettwaw il-benesseri generali tal-familja tiegħek li tixtieq l-għajnuna għalihom?

Servizzi komunitarji u ta' appoġġ

1.Inti konxju tar-riżorsi u s-servizzi ta' appoġġ li toffri l-komunità?

(Iva/Le) Jekk le, liema appoġġ addizzjonali teħtieġ?

2. Użajt xi servizzi jew riżorsi tal-komunità fil-passat?

(Iva/Le) Jekk iva, jekk jogħġbok speċifika:

Kummenti oħra

Jekk jogħġbok aqşam kwalunkwe kumment addizzjonali, sugġeriment, jew bżonnijiet speċifiċi li jista' jkollha l-familja tiegħek li ma ġewx indirizzati hawn fuq:

23.4 School Needs Assessment in the Maltese Version

| | |
|--|--|
| Analizi tal-ħtiġijiet tal-iskola: FCSL u l-Involviment tal-Ġenituri | |
| Struzzjonijiet: | |
| Din il-formola għandha l-għan li tivvaluta l-ħtiġijiet u l-oqsma tal-iskola fejn il- <i>Family-Community-School Link</i> (FCSL) u l-involviment tal-ġenituri jistgħu jitjiebu. Jekk jogħġbok wieġeb il-mistoqsijiet li ġejjin mill-aħjar li tista'. It-tweġibiet tiegħek se jintużaw biex itejbu l-inizjattivi dwar l-involviment tal-ġenituri u jappoġġaw l-isforzi tal-FCSL. | |
| Informazzjoni dwar l-iskola | |
| 1.L-isem tal-iskola: | |
| 2.Persuna ta' Kuntatt: | |
| 3.L-irwol tiegħek fl-iskola: | |
| Prattiki attwali tal-FCSL u l-involviment tal-ġenituri | |
| 1.Iddeskrivi l-prattiki jew l-inizjattivi attwali għall-involviment tal-ġenituri fi ħdan l-iskola. | |
| | |
| 2.L-iskola kif attwalment tinvolvi lill-ġenituri fil-proċessi tat-teħid tad-deċiżjonijiet jew fl-attivitajiet tal-iskola? | |
| | |
| 3.X' inhuma l-isfidi ewlenin li tiffaċċja l-iskola fit-trawwim tal-involviment effettiv tal-ġenituri? | |
| | |
| Appoġġ u effettività tal-FCSL | |
| 1.Kif tikklassifika l-effettività tal-isforzi attwali tal-FCSL fit-trawwim tal-involviment tal-ġenituri? | (Effettivi/Adekwati/Jeħtieġ li jitjiebu) |
| | |

Appoġġ u effettività tal-FCSL

2. F'liema oqsma speċifiċi t'hoss li r-rwol tal-FCSL jista' jkun aktar ta' appoġġ għall-involviment tal-ġenituri?

3. Hemm xi ostakli li qegħdin ifixxlu l-isforzi tal-FCSL fl-involviment effettiv mal-ġenituri?

Bżonnijiet u aspettativi tal-ġenituri

1. X'jistennew jew x'jixtiequ l-ġenituri mill-iskola rigward l-involviment jew il-komunikazzjoni?

2. Hemm oqsma speċifiċi fejn il-ġenituri esprimew il-bżonn ta' aktar appoġġ jew informazzjoni mill-iskola?

3. Kien hemm xi inizjattivi jew prattiki ta' suċċess fl-involviment tal-ġenituri, li l-iskola tixtieq tirreplika jew testendi?

L-għanijiet tal-iskola u kummenti

1. X' inhuma l-għanijiet jew il-miri ewlenin tal-iskola li jikkonċernaw l-involviment tal-ġenituri għas-sena skolastika li jmiss?

L-għanijiet tal-iskola u kummenti

2. Hemm xi kummenti, tħassib jew bżonnijiet speċifiċi li l-iskola tixtieq tindirizza rigward il-FCSL u l-involviment tal-ġenituri?

23.5 Risk Matrix for Student A (Example)

| Risk Factor | Severity (1-5) | Likelihood (1-5) | Overall Risk Score | Comments |
|--------------------------------------|----------------|------------------|--------------------|---|
| Achievement | 4 | 4 | 8 | Low grades in math and science |
| Behaviour and Wellbeing | 3 | 3 | 6 | Occasional disruptive behaviour |
| Chronic Absenteeism | 3 | 5 | 8 | Frequently late to school and at least 2 absences every month |
| Disability and Learning Difficulties | 1 | 1 | 2 | No significant disability or Learning Difficulties |
| Engagement | 4 | 4 | 8 | Low participation in class activities |
| Family Disadvantage | 3 | 3 | 6 | Scheme 9 and low parental engagement |
| Gender and Health | 2 | 2 | 4 | No significant gender or health issues |

23.6 Comprehensive Risk Matrix Rubric for ELET Risk Factors

Below is a combined risk matrix rubric for assessing various ELET risk factors, including Achievement, Behaviour and Wellbeing, Chronic Absenteeism, Disability and Learning Difficulties, Engagement, Family Disadvantage, and Gender and Health.

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|--------------------------------|-------|--|---|---|
| Achievement | 1 | High grades in all subjects | Very unlikely to decline | Hattie, J. (2009). Visible Learning. |
| | 2 | Above-average grades in most subjects | Unlikely to decline | Marzano, R.J. (2003). What Works in Schools. |
| | 3 | Average grades in most subjects | Possible to decline | Brophy, J. (1986). Teacher Influences on Student Achievement. |
| | 4 | Below-average grades in most subjects | Likely to decline | Slavin, R.E. (1987). Cooperative Learning. |
| | 5 | Failing grades in most subjects | Highly likely to decline | OECD (2016). Low-Performing Students: Why They Fall Behind and How to Help Them Succeed. |
| Behaviour and Wellbeing | 1 | Excellent behaviour and emotional health | Very unlikely to exhibit problems | Rimm-Kaufman, S.E., & Pianta, R.C. (2000). An Ecological Perspective on the Transition to Kindergarten. |
| | 2 | Minor behavioural issues occasionally | Unlikely to exhibit significant problems | Greenberg, M.T., et al. (2003). Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning. |
| | 3 | Moderate behavioural issues frequently | Possible to exhibit significant problems | Durlak, J.A., et al. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. |
| | 4 | Significant behavioural issues regularly | Likely to exhibit significant problems | Hawkins, J.D., et al. (1992). Reducing Early Childhood Aggression: Results of a Primary Prevention Program. |
| | 5 | Severe behavioural issues consistently | Highly likely to exhibit significant problems | Conduct Problems Prevention Research Group (2002). Evaluation of the First Three Years of the Fast Track Prevention Trial With Children at High Risk for Adolescent Conduct Problems. |
| Chronic Absenteeism | 1 | No absences per month | Very unlikely to increase | Balfanz, R., & Byrnes, V. (2012). The Importance of Be- |

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|---|-------|-----------------------------------|----------------------------|---|
| | | | | ing in School: A Report on Absenteeism in the Nation's Public Schools. |
| | 2 | 1 absence per month | Unlikely to increase | Chang, H.N., & Romero, M. (2008). Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. |
| | 3 | 2 absences per month | Possible to increase | Gottfried, M.A. (2014). Chronic Absenteeism and Its Effects on Students' Academic and Socio-emotional Outcomes. |
| | 4 | 1 absence per week | Likely to increase | Connolly, F., & Olson, L.S. (2012). Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten. |
| | 5 | 2 or more absences per week | Highly likely to increase | Allensworth, E.M., & Easton, J.Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools. |
| Disability and Learning Difficulties | 1 | No identified disabilities | Very unlikely to develop | Hehir, T., et al. (2016). A Summary of the Evidence on Inclusive Education. |
| | 2 | Minor learning difficulties | Unlikely to worsen | Kavale, K.A., & Forness, S.R. (2000). History, Rhetoric, and Reality: Analysis of the Inclusion Debate. |
| | 3 | Moderate learning difficulties | Possible to worsen | National Research Council (2002). Minority Students in Special and Gifted Education. |
| | 4 | Significant learning difficulties | Likely to worsen | Lyon, G.R. (1996). Learning Disabilities. |
| | 5 | Severe disabilities | Highly likely to worsen | Fuchs, D., & Fuchs, L.S. (2006). Introduction to Response to Intervention: What, Why, and How Valid Is It? |
| Engagement | 1 | Highly engaged | Very unlikely to disengage | Fredricks, J.A., et al. (2004). School Engagement: Potential |

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|----------------------------|-------|--|-------------------------------------|---|
| | | | | of the Concept, State of the Evidence. |
| | 2 | Generally engaged | Unlikely to disengage | Appleton, J.J., et al. (2006). Measuring Cognitive and Psychological Engagement: Validation of the Student Engagement Instrument. |
| | 3 | Moderately engaged | Possible to disengage | Li, Y., et al. (2010). Personal and Ecological Assets and Academic Competence in Early Adolescence: The Mediating Role of School Engagement. |
| | 4 | Frequently disengaged | Likely to disengage | Finn, J.D. (1989). Withdrawing from School. Review of Educational Research. |
| | 5 | Completely disengaged | Highly likely to disengage | Wang, M.T., & Fredricks, J.A. (2014). The Reciprocal Links Between School Engagement, Youth Problem Behaviors, and School Dropout During Adolescence. |
| Family Disadvantage | 1 | Stable, supportive family | Very unlikely to face issues | Brooks-Gunn, J., & Duncan, G.J. (1997). The Effects of Poverty on Children. |
| | 2 | Generally stable family | Unlikely to face significant issues | Conger, R.D., & Donnellan, M.B. (2007). An Interactionist Perspective on the Socioeconomic Context of Human Development. |
| | 3 | Moderate socio-economic challenges | Possible to face issues | McLoyd, V.C. (1998). Socioeconomic Disadvantage and Child Development. |
| | 4 | Significant socio-economic challenges | Likely to face issues | Bradley, R.H., & Corwyn, R.F. (2002). Socioeconomic Status and Child Development. |
| | 5 | Severe socio-economic challenges | Highly likely to face issues | Evans, G.W. (2004). The Environment of Childhood Poverty. |
| Gender and Health | 1 | No gender-related issues, excellent health | Very unlikely to develop issues | WHO (2016). Gender, Women, and Health. |

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|-------------|-------|--|--|---|
| | 2 | Minor gender-related issues, good health | Unlikely to develop significant issues | UNICEF (2011). The State of the World's Children 2011: Adolescence—An Age of Opportunity. |
| | 3 | Moderate gender-related issues (e.g., boys showing higher dropout rates in EU, girls facing challenges in non-EU countries), frequent health issues | Possible to develop issues | CDC (2014). Health Disparities and Inequalities Report—United States, 2013. |
| | 4 | Significant gender-related issues (e.g., boys in EU showing frequent absenteeism, girls in non-EU facing educational barriers), serious health issues | Likely to develop issues | Institute of Medicine (2011). The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding. |
| | 5 | Severe gender-related issues (e.g., boys in EU with high engagement in risky behaviours, girls in non-EU with limited access to education), chronic/critical health conditions | Highly likely to develop issues | Marmot, M. (2005). Social Determinants of Health Inequalities. |

This comprehensive risk matrix rubric helps in assessing the severity and likelihood of various ELET risk factors, providing specific criteria and references for a thorough evaluation.

23.7 Combined Risk Matrix Rubric

Below is the combined risk matrix rubric for Family Parental Engagement, Absenteeism, and Achievement.

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|---------------------|-------|--|---------------------------|---|
| Parental Engagement | 1 | Highly engaged parents in all aspects of education | Very unlikely to decrease | Epstein, J.L., & Sheldon, S.B. (2002). Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. Feuerstein, A. (2000). School Characteristics and Parent Involvement: Influences on Participation in Children's Schools. |
| | 2 | Above-average parental engagement | Unlikely to decrease | Henderson, A.T., & Mapp, K.L. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Hill, N.E., & Tyson, D.F. (2009). Parental Involvement in Middle School: A Meta-Analytic Assessment of the Strategies That Promote Achievement. |
| | 3 | Average parental engagement | Possible to decrease | Fan, X., & Chen, M. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. Hoover-Dempsey, K.V., & Sandler, H.M. (1995). Parental Involvement in Children's Education: Why Does It Make a Difference? |
| | 4 | Below-average parental engagement | Likely to decrease | Hoover-Dempsey, K.V., & Sandler, H.M. (1997). Why Do Parents Become Involved in Their Children's Education? Desforges, C., & Abouchar, A. (2003). The Impact of Parental Involvement, Parental Support, and Family Education on Pupil Achievement and Adjustment. |
| | 5 | Minimal or no parental engagement | Highly likely to decrease | Jeynes, W.H. (2007). The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. Hornby, G., & Lafaele, R. (2011). Barriers to Parental Involvement in Education: An Explanatory Model. |

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|--------------------|-------|---------------------------------------|---------------------------|---|
| Absenteeism | 1 | No absences per month | Very unlikely to increase | Balfanz, R., & Byrnes, V. (2012). The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools. Railsback, J. (2004). Increasing Student Attendance: Strategies from Research and Practice. |
| | 2 | 1 absence per month | Unlikely to increase | Chang, H.N., & Romero, M. (2008). Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades. Romero, M., & Lee, Y. (2007). A National Portrait of Chronic Absenteeism in the Early Grades. |
| | 3 | 2 absences per month | Possible to increase | Gottfried, M.A. (2014). Chronic Absenteeism and Its Effects on Students' Academic and Socioemotional Outcomes. Bruner, C., Discher, A., & Chang, H. (2011). Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight. |
| | 4 | 1 absence per week | Likely to increase | Connolly, F., & Olson, L.S. (2012). Early Elementary Performance and Attendance in Baltimore City Schools' Pre-Kindergarten and Kindergarten. Attendance Works (2014). Attendance in the Early Grades: Why It Matters for Reading. |
| | 5 | 2 or more absences per week | Highly likely to increase | Allensworth, E.M., & Easton, J.Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools. Sheldon, S.B., & Epstein, J.L. (2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. |
| Achievement | 1 | High grades in all subjects | Very unlikely to decline | Hattie, J. (2009). Visible Learning. Bloom, B.S. (1984). The Search for Methods of Group Instruction as Effective as One-to-One Tutoring. |
| | 2 | Above-average grades in most subjects | Unlikely to decline | Marzano, R.J. (2003). What Works in Schools. Walberg, H.J. (1984). Improving the Productivity of America's Schools. |
| | 3 | Average grades in most subjects | Possible to decline | Brophy, J. (1986). Teacher Influences on Student Achievement. Good, T.L., & Brophy, J.E. (2008). Looking in Classrooms. |

| Risk Factor | Score | Severity Criteria | Likelihood Criteria | References |
|--------------------|--------------|---------------------------------------|----------------------------|---|
| | 4 | Below-average grades in most subjects | Likely to decline | Slavin, R.E. (1987). Cooperative Learning. Rosenshine, B., & Stevens, R. (1986). Teaching Functions. |
| | 5 | Failing grades in most subjects | Highly likely to decline | OECD (2016). Low-Performing Students: Why They Fall Behind and How to Help Them Succeed. Hanushek, E.A. (2011). The Economic Value of Higher Teacher Quality. |

23.8 Training plan for parents

Training Planning Template

This training planning template is designed to help organise and conduct training sessions for parents effectively. It includes sections for all necessary details to ensure smooth planning, communication, execution, and evaluation of the training.

Training Planning Template (Example)

Training Session Title:

Insert the title of the training session here

Date:

Insert the date of the training session here

Time:

Insert the start and end time of the training session here

Location:

Insert the location of the training session here

Trainer(s):

Insert the name(s) and title(s) of the trainer(s) here

Objectives:

1. *Insert the first objective of the training session here*
2. *Insert the second objective of the training session here*
3. *Insert the third objective of the training session here (if applicable)*

Target Audience:

Insert a description of the target audience for this training session (e.g., parents of elementary school students, parents of children with learning disabilities, etc.)

Materials Needed:

- *List the first material needed here (e.g., presentation slides)*
- *List the second material needed here (e.g., handouts)*
- *List the third material needed here (e.g., projector)*

Pre-Training Preparation:

1. **Identify Training Needs:** *Describe how you will identify the training needs (e.g., surveys, meetings with parents, etc.)*
2. **Schedule Sessions:** *Describe how you will schedule the training sessions (e.g., considering parents' availability)*
3. **Venue Booking:** *Describe the process for booking the venue (e.g., reserve school facilities)*
4. **Resource Preparation:** *Describe the preparation of materials (e.g., prepare handouts, set up equipment)*

Communication and Promotion:

1. **Inform Parents:** *Describe how you will inform parents about the training sessions (e.g., school newsletters, emails, social media)*
2. **Registration:** *Describe the registration system (e.g., online or in-person)*
3. **Reminders:** *Describe the process for sending reminders (e.g., a week and a day before the session)*

Training Session Agenda:

1. **Welcome and Introduction:** *Describe how you will welcome parents and introduce the trainers*
2. **Session Delivery:** *Outline the main activities and topics to be covered in the training session*
3. **Interactive Activities:** *Describe any interactive activities planned (e.g., group discussions, Q&A sessions)*
4. **Feedback Collection:** *Describe how you will collect feedback from parents (e.g., feedback forms)*

Post-Training Follow-Up:

1. **Review Feedback:** *Describe how you will review and analyse the feedback*
2. **Share Resources:** *Describe how you will share training materials and additional resources with parents*
3. **Plan Future Sessions:** *Describe how you will use feedback to plan and improve future training sessions*

Additional Notes: *Insert any additional notes or special considerations here (e.g., accessibility needs, special equipment requirements)*

Contact Information:

Insert the contact information for the training coordinator here (e.g., name, email, phone number)

Example Training Planning Template

Training Session Title:

Introduction to the School Curriculum

Date:

Monday, September 12, 2024

Time:

9:00 AM - 11:00 AM

Location:

School Auditorium

Trainer(s):

Jane Smith, Head of School

John Doe, Curriculum Coordinator

Objectives:

1. Familiarise parents with the school curriculum
2. Provide an overview of key subjects and educational goals
3. Answer parents' questions about the curriculum

Target Audience:

Parents of elementary school students

Materials Needed:

- Presentation slides
- Handouts
- Projector

Pre-Training Preparation:

1. Identify Training Needs: Conduct a survey to understand parents' questions and concerns about the curriculum
1. **Schedule Sessions:** Schedule the session based on parent availability, avoiding major holidays or school events
2. **Venue Booking:** Reserve the school auditorium for the session

3. **Resource Preparation:** Prepare presentation slides and print handouts

Communication and Promotion:

1. **Inform Parents:** Send out notices via school newsletters, emails, and social media about the training session
2. **Registration:** Set up an online registration system to track attendance
3. **Reminders:** Send reminders a week and a day before the session

Training Session Agenda:

1. **Welcome and Introduction:** Welcome parents, introduce trainers, and outline the agenda
2. **Session Delivery:** Present an overview of the school curriculum, key subjects, and educational goals
3. **Interactive Activities:** Conduct a Q&A session to address parents' questions and concerns
4. **Feedback Collection:** Distribute feedback forms to parents at the end of the session

Post-Training Follow-Up:

1. **Review Feedback:** Analyse the feedback to identify areas for improvement
2. **Share Resources:** Provide parents with access to the presentation slides and handouts
3. **Plan Future Sessions:** Use feedback to plan and improve future training sessions

Additional Notes: Ensure the venue is accessible to all parents. Provide refreshments.

Contact Information:

23.9 Feedback Form

Thank you for attending this session. Please take a few minutes to complete this form.

Your recommendations are greatly appreciated.

1. How would you rate your overall experience with the training provided?

- Excellent
- Good
- Fair
- Poor

2. How relevant was the content of the training to your needs?

- Very Relevant
- Somewhat Relevant
- Neutral
- Not Very Relevant
- Not Relevant at All

3. How well was the information presented?

- Very Clearly
- Clearly
- Somewhat Clearly
- Not Clearly
-

4. How useful was the training for your child's development or education?

- Very Useful
- Somewhat Useful
- Neutral
- Not Very Useful
- Not Useful at All

5. Do you feel confident in applying what you learned at home?

- Yes
- Somewhat
- No

6. i) What did you like most about the training?

ii) What could we improve for future sessions?

7. Additional Comments

23.10 Feedback Form in the Maltese Version

Grazzi talli attendejt għal din is-sessjoni.

Jekk jogħġbok hu ftit minuti biex timla din il-formola. Ir-rakkomandazzjonijiet tiegħek huma ferm apprezzati.

1. Kif tiddeskrivi l-esperjenza tiegħek bit-taħriġ provdut?

- Tajjeb Ħafna
- Tajjeb
- Jistá jkun aħjar
- Mhux sodisfatt/a

2. Kemm kien relevanti il-kontenut ta' dan it-taħriġ meta tqabblu mal-bżonnijiet tiegħek?

- Relevanti Ħafna
- Relevanti
- M'Għandix opinjoni
- Mhux daqshekk relevanti
- Mhux relevanti

3. Kif giet ipprezentata l-informazzjoni f' din is-sessjoni?

- Tajjeb ħafna
- Tajjeb
- Tista tkun aħjar
- Mhux sodisfaċenti

4. Kemm kien utli t-taħriġ għall-izvilupp jew l-edukazzjoni tat-tifel/tifla tiegħek ?

- Utli ħafna
- Kemxejn utli
- Tista tkun aħjar
- Mhux utli ħafna
- Mhux utli xejn

5. Thossok kunfidenti li tapplika dak li tgħallimt id-dar?

- Iva
- Xi ftit
- Le

6. i) X'għoġbok l-izjed minn dan it-taħriġ ?

ii) X'nistgħu ntejbu għal sessjonijiet oħra ?

7. Kummenti oħra

Grazzi!

