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From: Mailer-Daemon@scotland.gov.uk [mailto:Mailer-Daemon@scotland.gov.uk]

Sent: 25 May 2005 22:01

To: Parental Involvement Bill

Subject: Parentzone Making the Difference Questionnaire

Response from the Parentzone - Parental Involvement questionnaire

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Responding as: On behalf of a group or organisation

Individual: Yes

Confidentially:

Behalf of groups: Yes

Sharing responses / future engagement: Yes

Question 1: This will ensure a strategic, inclusive and ongoing approach to parental involvement.

Parents should be informed about the Education Service and identify ways in which they can be supportive of their child's education.

Question 2: A review of existing strategies and include in new guidance those which have been successful.

Examples of good practices of parental involvement are helpful.

Flexibility and giving opportunity for expression in a local context is advantageous but accountability but also be borne in mind.

Question 3: Including Strategies in Education Service Plans and School Development Plans will ensure that all stakeholders in Education are included.

Question 4: Build on the best of what exists- giving indication that if the format of School Board suits the parental body that is fine.

The Bill smacks of vagueness - parental guidance is helpful in establishing a forum. Not asking for a prescriptive formula.

Question 5: A standard approach must be maintained. Otherwise, the acceptance of a 'new body' might be difficult to be accepted.

Question 6: Yes with clearly defined information about their purpose i.e. not about management of schools but grasping opportunities for parents to make a valuable input to their school.

Question 7: This would have to be decided democratically and local level.

Cluster organisations can cause tensions.

Question 8: The Scottish Executive should give the initial guidance to local authorities and then it is up to them to decide how to implement such guidance locally.

Question 9: A model constitution will be required from SE/EA for parents to adapt to their needs and then be agreed by the whole parent body of a school.

Question 10: Parents of pupils in a school should represent that particular school.

Parents should be in the majority.

Co-option for a particular reason - not as representatives of pupils.

Question 11: Equal Rights legislation to be considered.

Looked-after children should have the same right to representation as children living with natural parents /parent.

Question 12: Yes.

Question 13: The Head Teacher is a most important member of the the present School Board Legislation.

Rights of attendance - paramount to partnership between home and school - so frequently advocated by Scottish Executive documentation.

Question 14: To seek to raise quality & standards in school - specific examples to be given e.g. ensure school environment - buildings are conducive to learning & teaching.

Functions should be fleshed out so as to avoid conflict amongst professionals in Education Service.

Question 15: Guidance should be given to parent forums /school boards as to what can be dealt with at local level and when an issue requires input from local authority.

Question 16: I think the word 'agents' of the education authority requires clarification, particularly with reference to this role.

Many parents would not want to become involved without knowing the extent of this agenda.

Question 17: The availability of HT, staff is in conflict with the proposal that HT /Staff are not invited members of the Parent Forum.

Question 18: Yes. Parent Forums should also have control over how the finance is spent.

Question 19: Yes, but taking into account the Data Protection issues.

Question 20: Define 'modern, flexible process' - how will this take forward the leadership agenda?

Retain basic principles.

Question 21: Parent Forum representatives should be involved but their remit should be quite specific e.g. at what point they become involved /contributions at appointment interviews.

Question 22: This should be done in partnership with the school's complaints procedures process.

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