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Promising

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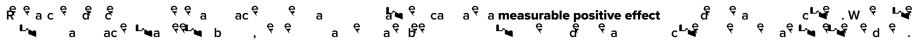a ac a b , a a b d a c a d .

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Recognising and supporting learning that takes place in the home has been shown to improve students' academic achievement, academic behaviour, and social-behavioural competency.[3] Families who feel

Promising

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- How do families you work with already support their children's learning?
- Have you had explicit discussions with students and families about high expectations for learning?

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- There is no 'one-size-fits-all' way of recognising and supporting family engagement in learning at home. What does or could it look like in your school?
- What strategies did your school use for remote learning during COVID-19? Is it possible to leverage some of these strategies in future to support family engagement in learning?

✕ Not promising

R a c d c a ac a **risky**

Where to next?

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We're already using some or all of the **promising** approaches	We're currently using some or all of the **not promising** approaches	We're just **starting** to engage with families	We're using **other** approaches not covered in this practice guide
That's great – the evidence suggests these are good approaches to try. You could focus on embedding, sustaining and monitoring quality practice. For example, you could:			

Endnotes

1   In this practice guide, "learning outcomes" usually refers to academic achievement (measured through grades or test scores) and/or academic behaviours (such as engagement/ persistence, school completion or time spent on homework). Some studies also reported on "social-behavioural competence" (including social-emotional learning outcomes like social skills and behaviour regulation). While this practice guide includes social-behavioural competency outcomes where they were reported in the included studies, it is not intended to be a comprehensive guide for how schools can work with families to support students' social-emotional learning outcomes. In other words, there may be other promising approaches (not included here) that schools can use to engage with families to bring about improvements in students' social-emotional learning outcomes.

2   For example, there is a need for more replication studies to test approaches in different contexts, and to better understand how family engagement approaches work when they involve multiple strategies operating at the same time. There is also less research evidence on family engagement at secondary school compared with early childhood and primary school.

3   Smith et al. (2020).

4   Smith et al. (2020).

5   Smith et al. (2020); Sheridan et al. (2019).

6   See et al. (2021); Kraft & Dougherty (2013); Kraft & Rogers (2015); Bergman (2015); Miller et al. (2017).

7   See et al. (2021). Text messages, emails and phone calls from schools to families have been shown to have small positive effects on student achievement. These communications have generally been more successful in Mathematics compared with English or Science. They have been found to benefit students with lower academic attainment, but not students who have English as an Additional Language/Dialect. Communications sometimes also took place via school communication systems.

8   For example, Bergman (2015) trialled updates several times per month and Miller et al. (2017) tested messages during and after school.

9   See et al. (2021).

10 Smith et al. (2020); Sheridan et al. (2019).

11 Smith et al. (2020).

12 Smith et al. (2020).

13 Higgins & Katsipataki (2015); Smith et al. (2020).

14 Hill & Tyson (2009).