



Life Empowerment Awards for Schools 2018 -19



- *Promotion & Recognition of Holistic Development in Schools* -

BEST PRACTICES IN PROMOTING VISION FOR SCHOOL, FAMILY AND COMMUNITY PARTNERSHIP

ASSESSMENT CRITERIA

***Desired Outcome:** The schools have a well defined Vision and Mission Statement for promoting partnership between the school, family and community. The implementation procedure to attain this goal is well in place. There is adequate scope for providing opportunities for participation of parents, family members and other members of the community in school activities and extending the outreach of the school to the community through organization of meaningful activities. The school appreciates the need to promote partnership between the school, the family and the community. By doing so the school enriches itself, its students and teachers and also parents, families and the community at large.*

The main objectives of promoting school, family and community partnership are to share ideas and experiences in respect of improvement in quality of education in the school, but more importantly to make parents, families and community aware of the critical issues, such as development of responsible thinking and behavior among young generation, parents, families and the community at large in respect of critical social, economic and political concerns. The focus of activities for promotion of school, family and community partnership has to be on: (i) appreciation of the need to develop responsible social behaviour in all the stakeholders; (ii) development of awareness regarding the need to promote healthy and hygienic ambience and healthy interpersonal human relationships in the community; (iii) promotion of sensitiveness regarding the desired interaction between parents and their children focused not only on improving their academic achievement, but more importantly on their health and wellbeing and their growing up as a responsible citizens and responsive members of human society by developing in them consciousness and competencies regarding their respective duties related to the roles they are required to play; (iv) In view of the recent spurt in incidences of aggression, violence, harassment- physical, emotional and sexual in the school premises, development of trust among all the stakeholders and cooperation of parents and members of the community with the school to collectively deal with such situations; (v) encouragement for being alive towards environmental protection and the need to promote inclusivity, particularly in respect of differently-abled, female and other gender and socially disadvantaged groups not only in the school, but also in the community, creation of sensitivity for respect and care of old and observance of traffic rules and norms, particularly in the cities; and (vi) promotion of efforts for peace and harmony in society and the world at large.

Assessment Criteria

- **Vision**
- **Policy**
- **Annual Calendar Plan**
- **Inclusivity**
- **Physical Education Cards (PEC)**
- **Infrastructure**
- **Human Resources**
- **Innovative Practices**
- **Safety & Security**
- **Stakeholders**
- **Indigenous Activities relevant to School Community Partnership**
- **Leadership**

Components of the Criteria

- **Vision:** The School has a well defined vision reflecting the significance of partnership between the School, the family and the Community.
- **Policy:** The school has a clear policy on the implementation of the Vision through Standard Operating Procedure (SOP) focused on School, Family and Community Partnership across the board. (Please mention if the teacher(s) contributed in making this element a part of the Policy).
- **Annual Calendar Plan:** Well documented Annual Calendar Plan (ACP) of the school reflects all elements of distribution of time and activities (both Scholastic and Non-Scholastic) for promoting partnership between the School, the Family and the Community. The Time Table being an integral part of the ACP, it reflects specific activities that involve all stakeholders for promoting partnership between the School, the Family and the Community.
- **Inclusivity:** The Annual Calendar Plan reflects provisions for ensuring participation of all students without discrimination against differently-abled children and those belonging to socially disadvantaged groups, or discrimination based on gender. The ACP specifically reflects activities aimed at development of appreciation for inclusivity among families and community.
- **School Activities:** The School has a plan for involving parents, family and other members of the community in the Activities particularly those focused on life skills development. For example, after the activity the experiences are shared on how life skills development can be promoted through sports and games. These activities are documented and shared with the family and the community, as it may not be possible to ensure that all the parents, family members and other members of the community are involved in all the activities. To ensure sharing of experiences the school has evolved some innovative strategy (ies).

- **Infrastructure:** The school has required infrastructure to facilitate involvement of parents, family and other members of the community in various activities including those focused on issues (such as environmental, individual and community health and hygiene related concerns, societal values relevant to liberal and humane culture, promoting healthy family and social ambience, free of discrimination, exploitation and violence against female gender/other gender. The school has also made efforts to persuade the community (leaders) to arrange some space and facilities needed for conducting certain activities, if such facilities within the school campus are not adequate.
- **Human Resources:** All teachers or at least adequate number of teachers are well oriented, so that they appreciate the need and value of school, family and community partnership. They are actively engaged whenever activities for interaction between the school, family and community are organised. Also the cooperation of some of the parents/family/other community members are sought and obtained to actualise school community partnership.
- **Innovations:** The school has evolved and successfully employed certain innovative strategy(ies)/activity(ies) to promote and actualise school, family and community partnership, for example those activities that may be popular in the concerned communities.
- **Safety & Security:** The school has taken special care to ensure the safety and security of students, teachers and members of the management during organisation of activities related to school, family and community partnership. The school has taken all steps for ensuring safety and security of students in view of the provisions made in the POCSO Act and J. J. Act.
- **Stakeholders:** The school has also actualised the involvement of all stakeholders (parents, family members, teachers, students, alumni) in promoting school, family and community partnership.
- **Leadership:** The Head of the school is involved in and leads the planning, implementation, mentoring, monitoring and reviewing and promotion of School, Family and Community Partnership by involving all the stakeholders. The Head of the School has ensured that all needed actions have been taken in view of the POCSO Act and J. J. Act, especially ensuring close interaction among school management, parents, family, community and school. The Head of the School also ensures that the needed infrastructure, and human resources are available and accessible and also that the experiences are documented.