Part 2: Domain H (Community and home partnerships)

Introduction

Positive relationships within school, with parents, and within supportive networks in the local and greater community can have a beneficial impact on the learning environment. This domain examines the quality of external and internal community relationships, parent partnerships, links with the wider and global community, and service learning opportunities leading to the development of personal growth and global citizenship.

Remain mindful of the school's guiding statements, the age range of the students, the influence of the local context and culture, and the demographic makeup of the student community.

Use the attached document to help you take notes during your meeting with various stakeholder groups.

Self-Study Committee Responsible for Domain H

1. How does the school help parents understand and appreciate the school's guiding statements? How are they encouraged to contribute to the school's purpose and mission?
2. What published documents about policies, courses, and other school matters has the school made available to parents/guardians? How are they distributed?
3. Do parents/guardians have any role in developing these publications?
4. How often are parents/guardians invited to discuss important decisions and to offer their opinions?
5. How does the staff ensure that the student activities and programmes meet the interests of the students and are aligned with the school's guiding statements?
6. How does the school include the cultural and social opportunities available in the host country into the student activities programme?
7. What links has the school made with other schools and local and global organisations? How do these links promote student learning?
8. Does the school have an agreed definition of service learning? To what extent has it identified the expected learning outcomes from service-learning experiences?
9. How does the school involve all students in service learning programmes?

Teachers

1. Do the student activities and service learning programmes help to advance the school's aims?
2. What role do you think the parents should play in the life of the school? To what extent do parents play that role, and how do you determine that?
3. How does the staff participate in and support the student activities and service learning programmes?
4. How does the school ensure that students have opportunities to extend learning beyond the classroom? What kinds of programmes have you been involved in?

5. Have you been involved in school projects with teachers from other schools (locally or in other countries), such as school visits, exchanges, or professional development activities?
6. What changes if any would you like to see in the student activities programme? How would these changes benefit the quality of student life?

Students

1. What do your school's philosophy, mission and/or vision statements mean to you? Were students involved in developing or reviewing the current philosophy? Do you feel the school lives up to its mission?
2. Does the school organize field trips and excursions? Are they connected to what you were studying? Do they help you understand or further clarify what you were studying?
3. Are there classes or times when students talk about global issues such as class, race, poverty, the environment or world peace? Are there clubs or after school activities that support these causes or issues?
4. Do most students participate in the extracurricular activities programmes? Do you think there are enough activities? If you or your friends wanted to add an additional activity, sport, or event how would you go about doing it?
5. Is there a student council? Does each level have its own student council? What is the role of student leadership in the school? Are there certain kinds of events or programmes that are the responsibility of the student council? Are there officers? Is there a teacher advisor?
1. Does the school have programmes where students go out into the community to give service or spend time learning new skills from community members?
6. What changes (if any) would you suggest to make the school better for all students?
7. How does the school inform your parents/guardians about your progress in school?
8. What opportunities are there for students to interact with students from other schools?

Parents

1. How does the school help you to understand its guiding statements? Do you feel the school lives up to its mission? In what ways are you encouraged to contribute to the school's purpose and mission?
2. How would you describe the school's culture? Do you feel the culture of the school enhances and supports your student's opportunities to learn and be successful? Have you observed any changes in the climate of the school?
3. How frequently does the school administration and staff meet with parents/guardians to share information and ideas about school matters? Have these meeting been helpful?
4. Do you feel that the level of communication between the school and home is adequate? What strategies for improving communication (if any) would you suggest?
5. How has the school included parents/guardians in the discussion and development of school policies?
6. Have you been asked to share your expertise with students on campus or have you provided opportunities for students to come to your place of business to provide students with alternative or additional learning opportunities?
7. What opportunities does your child have to interact with the local community, regional communities, and international communities?
8. Does the school have a parent teacher association/organization? What is their role and how frequently do they meet?
9. What changes if any would you suggest to make the school better for all students?