

Make Your School a Hub of P3 Learning for Families and Communities

Lead. Learn. Build.

| ENGAGE |

- ➔ Effective principals engage a number of partners in meeting the social, emotional, academic and physical needs of their students and their families. Such connections are not all that common, but effective principals see them as a natural extension of a school's work (p. 54).
- ➔ Broadening the focus from the child to include both family and community also means that principals recognize that learning occurs beyond the school walls, in a variety of settings and beyond the traditional hours of the school day (p. 54).
- ➔ Authentic family engagement is a core priority to effective principals.
- ➔ One of the marks of an effective leader is not only the impact that they have on the bottom line of student achievement but also equally how many good leaders they leave behind. (*Coherence*, p. 134).

Strategies

- 6.1 Develop a welcoming environment and sense of belonging and cultivate a shared responsibility for children's learning from age three to grade three.
- 6.2 Provide meaningful transitions between preschool and elementary school.
- 6.3 Develop out-of-school and summer learning opportunities for children from age three to grade three.
- 6.4 Blend and braid funding to maximize resource opportunities.
- 6.5 **Alignment:** Ways in which Early Childhood Family Education (ECFE) community needs assessments informs elementary planning.
- 6.6 **Alignment:** Serve as a bridge between early learning services (childcare, preschool and home) and my elementary school.