

**The Support, Monitor, and Advocate Model**

 *Three Key Roles Parents Can Play in their Children’s Education*

*The Right Question Strategy for Building Partnerships with Parents*

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**The Right Question School-Family Partnership Strategy**

**Components of the Strategy**

* **The Support, Monitor, and Advocate Model**

*The identification of three distinct roles parents should play in their children’s education.*

**The Question Formulation Technique**

*A step-by-step process that allows parents to produce their own questions, improve their questions and strategize on how to use their questions.*

***The Framework for Accountable Decision Making***

*An analytical structure that allows parents to focus on key decisions, ask their own questions and apply criteria for accountable decision-making – questions about the reasons, the process and their role in the process.*

**About this Resource**

This resource provides you a simple activity for introducing and developing parent’s awareness of three key roles they can play in their children’s education - support their children’s education, monitor their educational progress and advocate for them when necessary. The step-by-step process can help parents examine their current implementation of the three roles, the ways they want to improve in performing them, and the kinds of information they need to make these improvements.

You can use this activity on its own or in combination with the Question Formulation Technique.

The Support, Monitor, and Advocate Model for Parental Participation: *Three key roles parents can play in their children’s education*

This component of the Right Question School-Family Partnership Strategy shows a model for organizing parental participation. Parents and educators can partner more effectively when parents play all three roles.

**Support:** As best they can, parents meet their children’s basic physical and emotional needs, communicate to their children that their education is a priority, support schoolwork at home, and try to ensure that students travel safely to and from school.

**Monitor:** Parents ask questions to determine how their children are succeeding in school, both academically and socially. They maintain communication with teachers and the school to obtain ongoing feedback on how their children are performing academically.

**Advocate:** Parents, through their active supporting and monitoring of their children, notice a negative change in their child’s school experience and begin to ask questions of the teacher to problem solve. Playing this key role of advocate makes parents partners in their children’s school success.

**Benefits of Parents Learning About the Three Roles**

Facilitating this activity allows parents to think critically about:

* the work they are doing on behalf of their children
* which roles they are playing and which ones they should improve upon
* a learning agenda to improve upon the roles they are playing

**Process for Facilitating**

|  |
| --- |
|  Implementation Timeframes for Individuals and Groups of Parents |
| Individuals: 4-6 minutesUse attached worksheet | Groups: 10-15 minutesUse chart paper or the attached worksheet.  |

**1. Introduce definitions for each one of the roles**

*Tip*: Introduce one role at a time. Ask parents to name how they are playing it.

**Support:** As best as they can, parents meet their children’s basic physical and emotional needs – for example, food and shelter. They communicate to their children that their education is a priority, support schoolwork at home, and try to ensure that students travel safely to and from school.

* Ask parents to name two examples of how they are currently supporting their children.

*Tip*: Two examples of how parents are playing each one of the roles may be sufficient.

**Monitor:** Parents ask questions to determine how their children are succeeding in school, both academically and socially. They maintain communication with teachers and the school to obtain ongoing feedback on how their children are performing academically.

* Ask parents to name two examples of how they are currently monitoring their children.

**Advocate:** Parents, through their active supporting and monitoring of their children, might notice changes in their child’s school experience and begin to ask questions of the teacher to problem solve. Playing this key role of advocate makes parents partners in their children’s school success.

*Tip*: The advocacy role can be the most difficult for parents. They can name examples of advocacy at the school or in other settings.

* Ask parents to name two examples of when they have advocated for their children.

**2.** Ask parents to think about other work they would like to do to support, monitor, and advocate.

*Tip*: To Do: Parents can complete the action plan on their own, in small groups or collaboratively with the educator.

**3.** Askparents to name what they would like to learn to play the roles more effectively.

*Tip*: This step allows parents to establish a learning agenda.

**4.** Ask parents to reflect:

What did you learn? How can you use it?

**Supporting, Monitoring and Advocating**

|  |
| --- |
| To SUPPORT my child I’m currently: |
| These are two things I’m currently doing to MONITOR my child:  |
| These are two examples of how I currently ADVOCATE for my child:  |



These are other things **I would like to do** to support, monitor and advocate on behalf of my child:

|  |  |  |
| --- | --- | --- |
| SUPPORT | MONITOR | ADVOCATE |
|  |  |  |

**Learning Agenda:** To play these roles more effectively, I would like to learnmore about…

1.

2.