



“We are hopeful that the first-hand glimpse into the curriculum and what their child is taught





Quotes

Australian Parents Council (APC)

Jenni Rickard, APC President: “COVID did have some silver linings when it comes to education. The shared understanding between teachers and parents on how far education has come and what is involved in educating our children has changed the landscape of the relationship between parents, school and student learning. Experts often talk about parent engagement, but COVID gave us a first-hand lesson of what that means in practice and highlighted the impact parents can have on children's achievement. Remote learning had many challenges and rewards, and parents are anxious to understand the impact of this on their child's progress.”

Catholic School Parents Australia (CSPA)

Karl Rodrigues, CSPA Chair: “Through the challenges to schooling brought on by COVID, many parents have developed a greater appreciation of what their school-age children learn, how they learn and how they interact with their teachers and peers. For some parents, the experience has been empowering and partnership-building, while for others, it has been frustrating, and they feel the shared care for the wellbeing of their children and young people has been compromised during this time. It has created, however, a lengthy snapshot in time that prompts reflection on how better to provide education opportunities that are equitable for all children and families.”

Australian Council of State School Organisations (ACSSO)

Dianne Giblin, ACSSO Chief Executive Officer: “It became very clear during the 2020 remote learning that a time of crisis is not the time for schools to begin their family engagement strategy. This should be embedded in all practice. We will be seeking to work with educators and decision-makers to see how a solid family engagement strategy could help schools respond better and faster in crises like this pandemic.

“It was clear that generally schools did not know enough about the number and quality of family computing devices. Particularly in primary schools, where many families borrowed, bought, or did without the technology needed for remote learning. Equity of access to education was exacerbated during the remote learning period.

“Families acknowledged schools worked extremely hard in a short period of time, but there