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| **PRIMARY AUTUMN/SPRING TERM** |
| **Safeguarding and Pastoral systems** (EPS theme: Wellbeing) Teachers’ Standards: Preamble, S1, S5, S7, S8Communicating with Parents and Carers and Parental Involvement |
| **Objectives*** Understand the importance and impact of positive relationships between schools and families / parents/carers.
* Understand the problems some parents/carers may have in supporting their child's education.
* Know how to interact positively and professionally with parents and carers.
 | **Link to the Core Content Framework**1.11.21.41.51.68.4 |
| **Activity** | **Resources Required** |
| **Link to prior knowledge**Trainee/s discuss: * Why is it important for there to be good communication between schools and families?
* Why is it hard for some parents to work effectively with schools?

Display the quotation from Treanor (Appendix 1)Use this to prompt discussion of why parents can struggle to support children, particularly noting that schools need to:* Make schools less intimidating to parents – being in partnership with them (some parents will feel inadequate and may have had very bad experiences in school themselves)
* Help parents and children to feel that they *belong* in school
* Help parents to understand how they can best support their children - e.g. via curriculum events, prompts for talking to their children about their school work.
 | Appendix 1: Poverty of aspiration?(see also: <https://www.kcl.ac.uk/newsevents/news/newsrecords/2013/09-September/Poverty-of-aspiration-largely-a-myth.aspx>; [https://link.springer.com/referenceworkentry/10.1007%2F978-94-017-9553-1\_47-1](https://link.springer.com/referenceworkentry/10.1007/978-94-017-9553-1_47-1)) |
| **Exploring Practices**Display the poster of EEF recommendations for working with parents to support children's learning.Invite trainees to share examples of where they've seen these recommended practices in action, and add your own examples too.Discuss what trainees might find difficult about communicating with parents, and strategies to overcome nerves (e.g. starting with positive phonecalls, starting all feedback to parents with a positive). | <https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Summary_of_recommendations.pdf> |
| **Plenary activity:**Watch the Teachers' TV video on 'Effective Parent Meetings' (4 mins). Trainees should complete a demonstration record with the insights shared in the video (this is not a 'standard' use of a demonstration record but it shows them how they can use the tool adaptably). *The video is in a secondary school but the advice and insights are applicable to primary.*Trainees should identify an opportunity to communicate with a parent, formally or informally, and draft an agenda for how they will manage the interaction. Where possible, they should undertake and evaluate this agenda. | Demonstration and agenda forms <https://www.youtube.com/watch?v=FCXgWJ55rRs> |
| **Want to know more?**The full EEF guidance report is available at:<https://www.youtube.com/watch?v=FCXgWJ55rRs>The archived Teachers' TV channel on Youtube has a lot of old but still very pertinent short videos about communicating with parents / carers, e.g.<https://www.youtube.com/watch?v=krRalyQ5xhk> (on using a parent forum)<https://www.youtube.com/watch?v=ma-6PKJhyGw> (on engaging parents more generally)<https://www.youtube.com/watch?v=oyJ0qrzD9kY> (a case study of one school's approach to engaging parents) |

Appendix 1: Poverty of aspiration?

“Parents living in poverty also have high aspirations for their children but feel unable to engage with their child’s learning in the home and feel inadequate in their knowledge and experience to help their children.” (Treanor 2017:1)

Treanor, M.C. (2017) 'Can we put the ‘poverty of aspiration’ myth to bed now?' Centre for Research on Families and Relationships Research Briefing 91 l December 2017

Available at: <https://dspace.stir.ac.uk/bitstream/1893/26654/1/Can%20we%20put%20the%20poverty%20of%20aspirations%20myth%20to%20bed%20now.pdf>