 

Embedding Family Learning Case Study

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| **Name of establishment** | Glasgow Life – Trainer- Save The Children. |
| **Case Study Written By** *Name and Job Title* | Noreen Campbell, Family Learning Officer (SE) |
| **Date Completed** | May 2025 |
| **Setting the Scene** *Brief description of your establishment* |
| Glasgow Life’s Family Learning Officer (SE) has the remit of Trainer for Save The Children’s Families Connect Programme. Families Connect is an evidence based programme that supports parents to engage in their children’s learning delivered in settings, nurseries, schools and children’s centres. The programme is designed to raise the attainment of children aged three to six years by enhancing the school and home learning environment. The Family Learning Officer is responsible for promoting, sign up, monitoring and evaluation and training of early years and primary staff within education settings to ensure that quality learning programmes are being delivered in line with Save The Children’s policy and practice for Families Connect.  |
| **Action/Approach Taken***Detail the actions taken in order to develop and embed family learning into your establishment. What was done and how? What staff and partners were involved? What were the costs and timescales?* |
| **This case study focuses on embedding high quality family learning programmes within early years and primary settings within Glasgow as part of Glasgow’s Improvement challenge to reduce family poverty and work collaboratively with colleagues in education, partners and parents to plan, support and deliver family learning initiatives.** * Family Learning Officer in consultation with parents/carers recognised that parents/carers were requesting more family learning opportunities within their local community. Family Learning Officer approached Head Teachers in nurseries and primaries within the SE of Glasgow in March 2016 to offer the delivery of the Families Connect programme focusing on developing, literacy, numeracy and health and well being for families. As third party deliverers for Save the Children there was no cost to education establishment in the first two years of the roll out of the programme. CPD opportunities for the FLO resulted in becoming a Trainer for StC in 2018. The offer of CPD for family learning has resulted in 14 establishments, 28 education colleagues becoming Families Connect facilitators actively promoting and delivering the programme within their settings whilst embedding the programme and other FL programmes within their school improvement plan.
* All FC facilitators have delivered successful eight week Family Learning Programmes with the support of the FLO with 121 meetings, coordinating shadowing FC delivery and monitoring and evaluation meetings. The key role of the FLO is to ensure that a high quality FC inclusive programme is being delivered in line with Save The Children’s monitoring and evaluation process.
* Collaborative work is currently taking place in the formation of an ASN working group to further develop the FC programme for the hardest to reach families by offering family learning opportunities that are inclusive and responsive to need. Collaborative partnership working with GL colleagues, education colleagues and parents/carers has resulted in proposed dates of ASN pilot programmes taking place in further geographical areas of the city.

**Family Learning Partners:** * Glasgow Life Family Learning Team
* GL EYCF
* Save The Children
* GCC Early Years and Primary
* Third Sector Partners
* Parents/Carers

**CPD training for FC Facilitators*** Save the Children monitoring and evaluation meetings.
* 121 meetings with FLO
* Introduction of community partners to assist establishments with programme delivery.
* Peer support for completion of FC paperwork
* Family Learning webinars, Evidencing and Evaluation Practice.
* City Wide ASN Families Connect.
* Community of Practice – Families Connect Facilitators
* Peer support for FLO colleagues.
* Access to portfolio of bespoke FLT CPD.
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| New developments*What new projects or initiative did you establish?*  |
| * FC core messages in various languages in consultation with StC.
* Facilitator FC shadowing practice.
* FC Transition programme nursery to primary
* Learning Community delivering FC programme and sharing resources
* Supported the development of new Play Workshop with Save The Children
* Case study and video for ESOL families.
* Further development for longevity and inclusiveness of FC programme in discussion with FL manager.
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| **Obstacles and Issues** *What obstacles or difficulties, if any, did you have to overcome?* |
| * Initial reluctance from Head Teachers due to commitment of staff for the eight week programme.
* Funding for childcare.
* As a third party trainer no opportunity to update practice with Save The Children.
* Introduction of Tools For Schools monitoring and evaluation by StC.
* Confidence issues with some trained FC facilitators requiring additional support.
* Resources initially only in English creating barriers for many families.
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| **Results and Impact** *Outline the results of the actions taken. What impact and positive changes occurred (include impacts on parents, children and staff), were there any unforeseen benefits?*  |
| **Staff:*** Upskilling of early years and primary colleagues in further developing a family learning programme for the hardest to reach families within their setting. Increase in knowledge and delivery of parental engagement and family learning bespoke programmes for the Family Learning lead in early years and primary and community group settings.
* Making links with Family Learning Officer for ongoing support in FC and bespoke FL programmes.
* Confidence in using techniques and practices to engage families in Family Learning Programmes that are responsive to need.
* Transitional FC programme being delivered by 3 establishments as a result of planning and support of FLO.
* Self study on developing practice as a Trainer for FC alongside peer support meetings with FLO colleague and Manager.

**Impact statements from Families Connect Facilitators*** “I feel more confident to deliver the FC programme as the training covered all that I shall be delivering”.
* “Thank you I really enjoyed the 2 days training ready to deliver and engage with the parents”.
* “A very well presented session with lots of information and tips on how best to present”
* Thank you for your ongoing support as I was unsure how to adapt the programme for ASN families”.
* “Community of Practice would be beneficial for me as I want to continue to develop as a facilitator”.
* “We are really nervous about delivering the programme but know that you will be there to support us makes a big difference.
* I just love FC when we deliver the sessions at school, gives me an opportunity to get to know the families better, best thing was becoming a FC facilitator”.
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| **Lessons Learned** *What are the key learning points? What worked particularly well? What would you do differently next time? What advice and recommendations would you give to other people dealing with a similar situation?* |
| Learning Points:* As a trainer of the Families Connect programme training that is fun, enjoyable and accreditation is key to learners adopting this style of delivery as ultimately families attending the Families Connect programme have various levels of need. Relatable training is one factor in developing confidence and building on parents/carers existing skills that will provide an opportunity for them to support, make a difference and access further FL programmes to maximise their children’s learning experience.
* Education staff new to CLD are modelling and adapting their approaches to family learning meeting the needs of the hardest to reach families creating an ethos of empathy, tailoring learning within the FC programme.

**Worked Well:*** Working collaboratively with education colleagues and StC. Education colleagues have been responsive to CLD practices resulting in the longevity of FC, willingness of staff to develop and provide information for the FLO that is required for the monitoring and evaluation for StC.
* Planning and delivering the FC programme with my FLO colleague.

**What I would do Differently:*** Develop a Community of Practice for all facilitators for ongoing support as requested as this would reduce 121 support given freeing time to recruit more settings for the Families Connect Programme.
* Reduce the 2 day training, condensing material with more time given to highlight the impact of the programme is such as videos that have been produced plus this may free up time to attend a two hour COP event bi annually.
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|  **Next Steps** *Briefly describe the future of the project or related initiatives. For example, how you intend to maintain the momentum of the action you have taken so far, how you will monitor the success of your actions, or how you intend to build on/create new initiatives.* |
| * Promote and recruit new settings.
* Increase the number of FC transition programmes being delivered.
* Include ASN element into training delivery.
* Support the roll out of ASN adaptations for facilitators and families.
* Develop collaborative working with community partners.
* Access further training for my role as FC Trainer
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| **Any Other Information** *Detail here any further information you would like to include in your case study, e.g. photos, impact statements, suggestions for further reading* |
| **Insert photos from FC training/facilitators.** |