

Parental Engagement & Parental Involvement



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SWEIC

South West Educational Improvement Collaborative

The South West Educational Improvement Collaborative is one of six Regional Improvement Collaboratives (**RICs**) in Scotland and is committed to building collaborative capacity across the south west.

Our aim is to improve outcomes for learners by offering and facilitating peer to peer, school to school and authority to authority professional learning that is built upon collaboration without borders.

Our approach is based on building capacity to lead learning at all levels and investing trust in the professional autonomy of head teachers and teachers.

We believe in the benefits of working in partnerships within a culture of collaboration. We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff.

We support this by building confidence and capacity in school leadership at all levels, by listening to parents, children and young people, by empowering head teachers to make local decisions and by trusting professional judgements.



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Parental Engagement & Parental Involvement

- Parents play a vital role in supporting their children's learning and raising attainment in school.
- These materials are designed in line with **The Scottish Schools (Parental Involvement) Act 2006**, providing teachers and senior staff with strategies and self-evaluation tools to support parental engagement within their schools.



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Key Documents

[National Parenting Strategy](#)

[Family Learning Review \(2016\)](#)

[Review of Learning at Home \(2018\)](#)

[Learning Together: National Action Plan 2018 - 2021](#)



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Learning Intentions:

- To develop an understanding of the difference between Parental Involvement and Parental Engagement.
- To develop an understanding of the six types of Parental Involvement.
- To evaluate Parental Engagement in your own setting and identify next steps.



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Parental Involvement v Parental Engagement

Task 1 :

Using post it notes, jot down your thoughts on the difference between Parental Involvement and Parental Engagement.

Harris and Goodall 2007 definition of Parental Involvement versus Parental Engagement:

‘With **Parental Involvement** the emphasis is on harnessing what parents can do to help the school realise its outcomes, whereas **Parental Engagement** implies that parents are part of the learning process, an extended part of the pedagogic process’.

The research found that engaging ‘hard to reach’ parents has a disproportionately positive effect on student learning and achievement.’

Harris and Goodall 2007



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Epstein's six types of involvement

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining six different types of parental involvement. This framework assists educators in developing school and family partnership programmes.

1. Supporting Families

Help all families understand child and adolescent development and help them to support their child's learning at home. Help Nurseries/ Schools understand families' backgrounds, cultures and goals for children.

2. Communicating

Develop effective forms of school-to-home and home-to-school communications about what's happening at school and children's progress.

3. Volunteering

Recruit and organise families and others to support the school and the pupils.

4. Learning at home

Provide information to families on how to help pupils with homework, other learning activities, course decisions and future plans.

5. Decision-Making

Include parents and others in school decisions and develop parent leaders and representatives.

6. Collaborating with the community

Organise community resources and services for pupils, families, and the school with local businesses and other groups; provide services to the community.



Epstein's six types of involvement

1. Supporting Families

Help all families understand child and adolescent development and help them to support their child's learning at home. Help Nurseries/ Schools understand families' backgrounds, cultures and goals for children.

Task 2: 5 minute 'Brainstorming' exercise

- What do we do now?
- What could we do better?



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2. Communicating

Develop effective forms of school-to-home and home-to-school communications about what's happening at school and children's progress.

Task 2: 5 minute 'Brainstorming' exercise

- What do we do now?
- What could we do better?



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3. Volunteering

Recruit and organise families and others to support the school and the pupils.

Task 2: 5 minute 'Brainstorming' exercise

- What do we do now?
- What could we do better?



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4. Learning at home

Provide information to families on how to help pupils with homework, other learning activities, course decisions and future plans.

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- What could we do better?



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5. Decision-Making

Include parents and others in school decisions and develop parent leaders and representatives'.

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- What could we do better?



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Epstein's six types of involvement

6. Collaborating with the community

Organise community resources and services for pupils, families, and the school with local businesses and other groups; provide services to the community.

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- What do we do now?
- What could we do better?



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What does Parental engagement look like in our setting? What's already happening?

Engagement Stocktake

[Parent / Family Engagement, Where are we now?](#)

Task 3:

This exercise will help you identify what you already do in your nursery / school community around six types of engagement.

Using the tick boxes, mark each one with the following colours:

GREEN: Very well implemented

ORANGE: Good start

RED: Needs improvement

WHITE: Don't know



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What next?

- What did you learn from the Engagement stocktake?
- What will your next steps be?



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Resources

- [Connect ideas for engagement](#)
- [Connect – Top Tips for Engaging Parents](#)
- [Engagement Stocktake? Parent/Family Engagement, Where are we now?](#)
- [Family Engagement for Improvement – current practice](#)
- [Family Engagement for Improvement – blank template](#)
- [Sample one year Action Plan Template and Examples](#)
- [Early Years Action Plan Template & Examples](#)
- [Primary Action Plan Template & Examples](#)
- [Secondary Action Plan Template & Examples](#)
- [Epstein's' six types of Involvement](#)



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Further Reading

- Joyce Epstein's school- family-community partnership model
<http://nnps.jhucsos.com/>
- Engaging parents in raising achievement
Professor Alma Harris & Dr Janet Goodall- Do parents know they matter?
<http://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf>
- Closing the attainment gap in Scottish Education, Joseph Rowntree Foundation
<https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-Scotland- full.pdf>
- Family Learning Network: <http://familylearningnetwork.com/>
- Father's Network: <https://www.fathersnetwork.org.uk/>



Your views matter.....

SWEIC would appreciate if you could complete the evaluation attached to inform next steps in terms of parental engagement support for practitioners.

A copy of the evaluation can be found [here](#).



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