

## Strategic Framework for:

# Parental Involvement, Parental Engagement, Family Learning and Learning at Home

## Section 5

### This section covers:

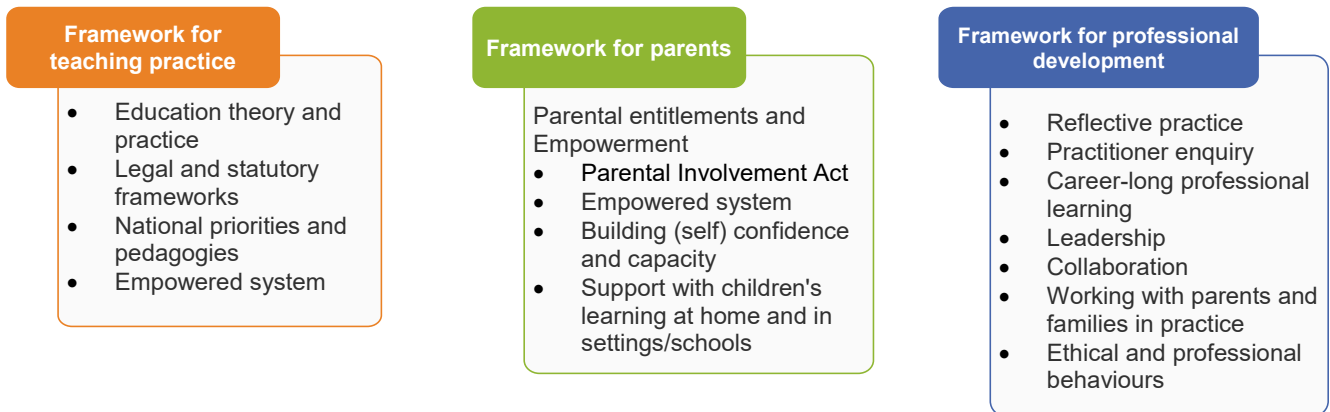
5. What do we all need to know?
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# 5. What do we all need to know?

Supporting and/or delivering parental involvement, parental engagement, family learning and learning at home is an ongoing and ever evolving process. Each new cohort of children, parents and families will require parental involvement, parental engagement, family learning and learning at home to change and be adapted as required to suit individual needs and circumstances as well as meeting legislative requirements and national/local priorities. The support provided will need to be continually reassessed, developed and evolved depending on the individual family as well as the wider societal challenges and complexities. For that reason, the points in the tables below should be considered as particular milestones rather than endpoints.

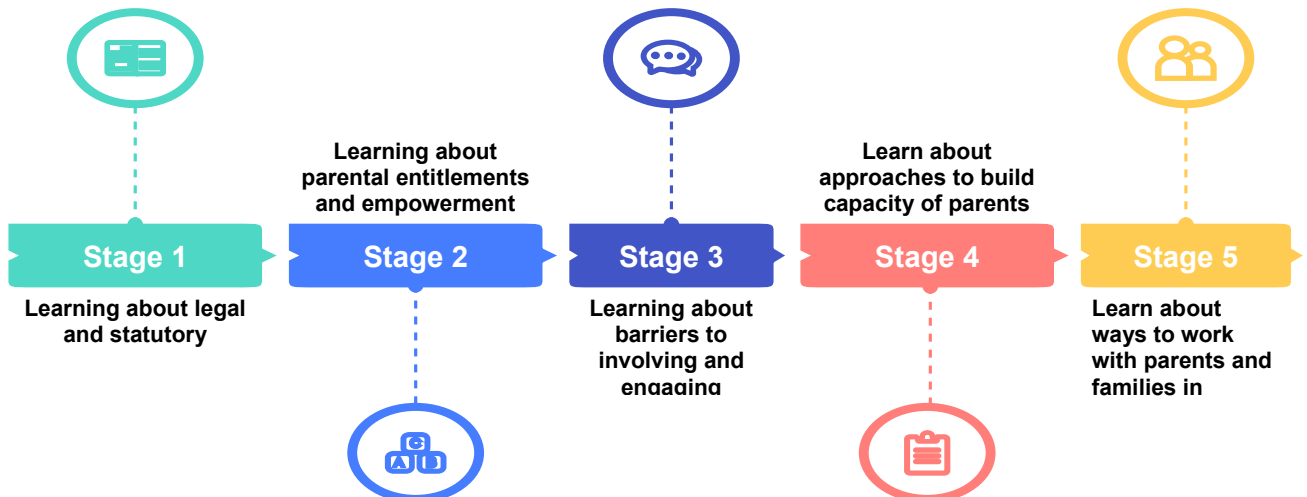
This Strategic Framework articulates what effective parental involvement, parental engagement, family learning and learning at home should look like in Scotland. In doing so, it describes the practices expected of teachers and practitioners working in early learning and childcare, childminders, primary, secondary and local authorities. The framework responds to the need for quality in teaching and professional learning on parental involvement, parental engagement, family learning and learning at home.

**Figure 4: Practices expected of teachers and practitioners across the Education sector**



The framework recognises that excellence in working with parents and families is acquired and nurtured over the career journey of teachers and practitioners in settings, childminding, schools and communities which are supportive. This contributes greatly to the sharing and development of good practice and the strengthening of the role of teachers and practitioners who work with parents and families to improve outcomes for children. The timeline below is provided as an example of the various learning stages for practitioners. Taking time to build your knowledge and expertise in this area will help to enhance your skills and improve outcomes for children, young and families.

**Figure 5: Learning stages for teachers and practitioners**



## 5.1 Continuum of professional learning

The following tables should be viewed as guides on the continuum of professional learning for teachers and practitioners who work with parents and families to support them with their children’s learning. However, please note that all the areas in this continuum build upon each other and are not optional. It is the responsibility of all, regardless of their career stage, to ensure that they understand the various elements and refer back to previous sections of the continuum and continue to build upon them.

### 5.1.1 Legislative and statutory frameworks

The career stages of teachers and practitioners are described below as ‘becoming’, ‘being’ and ‘growing’. This is in line with how the stages of career development are considered in the GTC Scotland Professional Standards. However, they can be seen as applying to early years practitioners and childminders as well as those working in other areas of the education sector. These could include practitioners in a local authority and partner organisations who work with children, young people and families.

Focus area	Becoming	Being	Growing
<b>National</b> <ul style="list-style-type: none"> <li>• Education (Scotland) <a href="#">Act</a> 1980</li> <li>• Standards in Scotland’s Schools etc (Scotland) <a href="#">Act</a> (2000)</li> <li>• Scottish Schools (Parental Involvement) <a href="#">Act</a> (2006)</li> <li>• The Parental Involvement in Headteacher and Deputy Headteacher Appointments (Scotland) <a href="#">Regulations</a> (2007)</li> <li>• Equality <a href="#">Act</a> (2010)</li> <li>• Schools (Consultation) (Scotland) Act (2010)</li> <li>• National Parenting <a href="#">Strategy</a> (2012)</li> <li>• National Improvement Framework Parent Communication <a href="#">Plan</a> (2016)</li> <li>• <a href="#">Review</a> of the Impact of the Parental Involvement Act (2006) (2017)</li> <li>• A Research <a href="#">Strategy</a> for Scottish Education (2017)</li> <li>• National <a href="#">Standard</a> for Early Learning and Childcare (2018)</li> <li>• A <a href="#">Blueprint</a> For 2020: The Expansion of Early Learning and Childcare in Scotland (2018)</li> <li>• National Improvement <a href="#">Framework</a></li> <li>• Scottish Attainment <a href="#">Challenge</a></li> <li>• Learning Together National Action <a href="#">Plan</a></li> <li>• Armed Forces Covenant <a href="#">Bill</a> (2022)</li> </ul>	Learn about: <ul style="list-style-type: none"> <li>• theory and pedagogy of Scottish education</li> <li>• statutory and policy frameworks on parental involvement, parental engagement, family learning and learning at home</li> </ul>	<ul style="list-style-type: none"> <li>• Start the process of applying the theory to practice</li> <li>• Expand knowledge and experience, through initial engagement with learners, parents and families</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop knowledge and understanding of the legislative and policy requirements and the skills to apply this in practice</li> <li>• Ensure that the voices of parents and families is included when incorporating legislative requirements and duties into setting/school practices and policies</li> </ul>

Focus area	Becoming	Being	Growing
<p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Review</a> of Family Learning (2016)</li> <li>• Family Learning <a href="#">Framework</a> (2018)</li> <li>• Adult Learning <a href="#">Strategy</a> for Scotland (2022-27)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of Family Learning as an approach</li> <li>• Learn about the benefits of Family Learning as outlined in research</li> </ul>	<ul style="list-style-type: none"> <li>• Participate, take part in and observe effective Family Learning approaches in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Start to consider areas in the Improvement Plan where a Family Learning may be utilised to engage families and drive improvements</li> <li>• Working with families to plan and develop effective Family Learning programmes</li> <li>• Understand need for and develop effective engagement strategies</li> <li>• Consider the use of bespoke and tailored Family Learning programmes to address identified needs</li> <li>• Develop robust monitoring and evaluation processes</li> </ul>
<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>• How Good is Our...self-evaluation <a href="#">frameworks</a></li> <li>• School Handbook <a href="#">Guidance</a> (2012)</li> <li>• <a href="#">Review</a> of Learning at Home (2018)</li> <li>• Engaging parents and families: A <a href="#">toolkit</a> for practitioners</li> <li>• Parent Council <a href="#">Resource</a> (2022)</li> <li>• <a href="#">Realising</a> the Ambition (2021)</li> <li>• Care Inspectorate Quality <a href="#">Framework</a> for Early Learning and Childcare Services</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of self-evaluation frameworks, toolkits, guidance and resources available to teachers and practitioners</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how self-evaluation frameworks, toolkits, guidance and resources inform and are used in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Start using self-evaluation frameworks, toolkits, guidance and resources in their setting/school Incorporate self-evaluation processes, information in toolkits, guidance into practice across the setting/school. Utilise resources as appropriate</li> </ul>
<p><b>Social justice</b></p> <ul style="list-style-type: none"> <li>• Education (Additional Support for Learning) (Scotland) <a href="#">Act</a> (2004)</li> <li>• Equality <a href="#">Act</a> (2010)</li> <li>• <a href="#">UNCRC</a></li> <li>• <a href="#">GIRFEC</a></li> <li>• Children and Young People (Scotland) <a href="#">Act</a> (2014)</li> <li>• Independent Care Review - <a href="#">The Promise</a> (2020)</li> <li>• Support for Learning: All our Children and All their Potential - <a href="#">Morgan Review</a> (2020)</li> <li>• Armed Forces Covenant <a href="#">Bill</a> (2022)</li> <li>• The Muir <a href="#">Report</a> - Putting Learners at the Centre: Towards a Future Vision for Scottish Education (2022)</li> </ul>	<p><b>Learn about:</b></p> <ul style="list-style-type: none"> <li>• Social justice issues as integral to thinking and practice</li> <li>• What to teach and how to teach</li> <li>• The values needed for educating children and young people</li> <li>• How privilege operates</li> <li>• How disadvantage occurs</li> <li>• How education can help strengthen equality and social justice</li> <li>• Complex ethical questions</li> </ul> <p><b>National organisations:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">BEMIS</a> – Empowering Scotland’s Ethnic and Cultural Minority Communities</li> <li>• <a href="#">Central Scotland Regional Equality Council</a> (CSREC)</li> <li>• <a href="#">Fathers Network Scotland</a></li> <li>• <a href="#">Shared Parenting Scotland</a></li> </ul>		

### 5.1.2 Parental entitlements

Focus area	Becoming	Being	Growing
<ul style="list-style-type: none"> <li>• Education (Scotland) <a href="#">Act</a> 1980</li> <li>• Education (Additional Support for Learning) (Scotland) <a href="#">Act</a> 2004</li> <li>• Scottish Schools (Parental Involvement) <a href="#">Act</a> (2006)</li> <li>• Children and Young People (Scotland) <a href="#">Act</a> (2014)</li> <li>• <a href="#">UNCRC</a>, Global <a href="#">Citizenship</a></li> <li>• <a href="#">GIRFEC</a></li> <li>• Empowered <a href="#">system</a></li> </ul>	<ul style="list-style-type: none"> <li>• Learn about key parental entitlements as contained in legislation and guidance</li> <li>• Learn about the role of parents and families in their children’s learning and development</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how key parental entitlements influence and impact work with learners, parents and families in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Start incorporating parental entitlements in their work with learners, parents and families</li> <li>• As part of an empowered system, communicate and engage with learners, parents and families in discussions to support understanding of their entitlements and central role</li> </ul>

### 5.1.3 Working with parents and families in practice

Focus area	Becoming	Being	Growing
Developing a Parental Involvement and Engagement Strategy	<ul style="list-style-type: none"> <li>• Learn about the legislative requirements to have a strategy in place at a local authority and local level</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to familiarise your understanding of the local authority and setting/school's Parental Engagement Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with professional learning on parental involvement, parental engagement, family learning and learning at home Develop actions to contribute to the planned goals of the setting/school's Parental Engagement Strategy</li> <li>• Contribute to the review of the existing Parental Engagement Strategy</li> <li>• Use the national frameworks, priorities and the local authority strategy to develop a Parental Engagement Strategy for your setting/school</li> <li>• Work in partnership Parent Council, parent forum, community partners, stakeholder groups and local businesses to develop/review the setting/school's Parental Engagement Strategy</li> <li>• Take steps to implement the actions in the Parental Engagement Strategy</li> <li>• Monitor and evaluate the impact of the Parental Engagement Strategy</li> </ul>

Focus area	Becoming	Being	Growing
Engaging parents in the education process	<ul style="list-style-type: none"> <li>Learn about a broad range of strategies for involving parents in the wider life and work of the setting/school</li> <li>Learn about the benefits of involving and engaging working with parents and families</li> <li>Learn about the potential barriers preventing parents and families from engaging with settings/schools and their children's learning</li> </ul>	<ul style="list-style-type: none"> <li>Consider the various ways that your setting/school currently engages parents and families</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the barriers in your setting/school which prevents parents and families from engaging</li> <li>Begin to develop approaches to meaningfully engage parents in the education process</li> <li>Use a range of data to identify good practice, needs and barriers within your setting/school</li> <li>Develop a strategy to promote and share good practice, and address barriers preventing parents and families from engaging</li> <li>Plan for appropriate and contextually relevant opportunities for parents and families to be involved in their children's learning and the wider life and work of the setting/school</li> </ul>
Mobile families	<ul style="list-style-type: none"> <li>Understand the legislative requirements</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways to recognise mobile families and build relationships</li> </ul>	<ul style="list-style-type: none"> <li>Understand the barriers that may prevent mobile families from engaging with settings and schools</li> <li>Develop strategies to address possible barriers to engaging mobile families</li> <li>Begin to implement strategies to develop positive relationships with mobile families</li> <li>Build and maintain positive relationship between school and mobile families</li> <li>Work with mobile families to gather examples of what works well to inform future practice</li> </ul>

Focus area	Becoming	Being	Growing
<ul style="list-style-type: none"> <li>Partnerships between home-school and other early learning and childcare settings</li> <li>Learning at Home</li> </ul>	<ul style="list-style-type: none"> <li>Understand the legislative requirements</li> </ul>	<ul style="list-style-type: none"> <li>Consider ways to build positive relationships between home-school and other early learning and childcare settings</li> </ul>	<ul style="list-style-type: none"> <li>Understand the family and societal barriers that may affect positive partnerships with settings and schools</li> <li>Develop strategies to address possible barriers to positive partnerships between home-school/settings</li> <li>Start to implement strategies to develop positive relationships between home-school/settings</li> <li>Build and maintain positive partnerships between home-school/settings and examples of good practice</li> </ul>
Reporting to parents	<ul style="list-style-type: none"> <li>Learn about a range of strategies and methods for reporting to parents about their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>Start to develop and test strategies and methods to report to parents</li> <li>Understand the Working Time Agreement in your setting/school</li> </ul>	<ul style="list-style-type: none"> <li>Access resources and professional learning to develop an understanding of the importance and legislative requirements to report to parents</li> <li>Develop an understanding of the various strategies and methods in your setting/school to report to parents including collegiate dialogues across relevant professionals (where appropriate)</li> <li>Begin to develop ways to effectively and meaningfully report to parents</li> <li>Use accurate and reliable qualitative and quantitative data to report clearly and respectfully to parents, families and children about learning and progress made on the setting/schools improvement priorities</li> </ul>
Resolving issues/complaints	<ul style="list-style-type: none"> <li>Understand the legislation e.g. Parental Involvement Act (2006), Public Services Reform (2010) and subsequent Complaints Handling Procedure (2012)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the complaints procedure in your local authority, setting/school</li> </ul>	<ul style="list-style-type: none"> <li>Understand the complaints procedure in your local authority, setting/school</li> <li>Able to handle and resolve concerns, enquiries and complaints</li> </ul>

Focus area	Becoming	Being	Growing
Seeking opportunities to collaborate with stakeholders	<ul style="list-style-type: none"> <li>Displays knowledge and understanding of the importance of collaborating with stakeholders by actively reaching out to, communicating and working with key stakeholders e.g. staff, learners, parents, community groups, partners, colleges, local businesses</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of some of the local community partners in your setting/school</li> </ul>	<ul style="list-style-type: none"> <li>Have a deeper understanding of your local context, partners, stakeholder groups and their role within the learning community</li> <li>Begin to develop programmes based on needs of parents and families in partnership with partner and stakeholder groups</li> <li>Begin to develop relationships with partner and stakeholder groups to jointly plan, reduce barriers for parents and families, and evaluate programme(s)</li> </ul>



Focus area	Becoming	Being	Growing
Transitions	<ul style="list-style-type: none"> <li>• Understand that children, young people and parents are entitled to support to help them prepare for and deal with transitions from: stage to stage; class to class; between sectors and establishments; and on to positive destinations</li> <li>• Recognise the vital role of parents in supporting their children and young people at key transitions Learn about the complexities for mobile families who transition from other countries and UK nations to settings/schools in Scotland</li> </ul>	<ul style="list-style-type: none"> <li>• Consider what makes a positive transition experience for children, young people and parents</li> <li>• Identify flexible ways of working with mobile families</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of how parental views and knowledge about their child or young person are taken into consideration to support key transitions</li> <li>• Work with parents to promote positive transition processes and embed effective parental involvement and engagement structures</li> <li>• Continue to work in partnership with parents, children and young people to support them through the various key transition stages</li> <li>• Consider any potential barriers and/or needs which children, young people and parents, including mobile families, may encounter during key transition stages</li> <li>• Positively engage with relevant stakeholders who know the child and family to ensure that a holistic approach is taken to transition</li> </ul>
Using effective communication methods with parents	<ul style="list-style-type: none"> <li>• Learn about a range of verbal and non-verbal communication strategies to support parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Consider a variety of methods and ways to communicate with parents and families</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of the different types of families in your setting/school</li> <li>• Start to test and develop different approaches to communicating with parents and families</li> <li>• Use effective verbal and non-verbal communication methods to support parents' understanding, participation, engagement and achievement</li> </ul>

Focus area	Becoming	Being	Growing
Working with parents	<ul style="list-style-type: none"> <li>Understand strategies to work effectively, sensitively and confidentially with all parents across diverse contexts. Knowing the power of language. Working with parents and families rather than 'doing to'</li> </ul>	<ul style="list-style-type: none"> <li>Start to develop and test strategies and methods to report to parents</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the various strategies to engage parents and families from across diverse contexts in your setting/school</li> <li>Develop meaningful and effective strategies to work with parents and families</li> <li>Establish and maintain respectful collaborative relationships with parents and families regarding their children's learning, development and health and wellbeing</li> <li>Work with parent forum, parent groups, Parent Council on ways to meaningfully engage all parents and families in the wider life of the setting/school</li> </ul>
Case study examples	<ul style="list-style-type: none"> <li>Have an understanding of where to access case study examples at local and national levels from a range of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Use a case study example(s) to inform practice in your own setting/school</li> </ul>	

### 5.1.4 Family learning

(Led in schools, by local authorities, partner organisations, community or third sector practitioners)

Focus area	Becoming	Being	Growing
Learning about Family Learning principles, practices, partnerships and research	<ul style="list-style-type: none"> <li>Understand the theory behind Family Learning and the impact it can have on families and communities</li> <li>Start to develop an understanding of the benefits of Family Learning as evidenced through research</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deeper knowledge of when to use a Family Learning approach and in which context</li> </ul>	<ul style="list-style-type: none"> <li>Start to have a deeper understanding of Family Learning programmes/approaches, their impact and why they have been used in your setting/school</li> <li>Work in partnership with parents, relevant partners and stakeholders e.g. community learning and development, local authority, third sector to support and/or deliver family learning approaches building on strengths of families and based on needs</li> </ul>
Case study examples	<ul style="list-style-type: none"> <li>Have an understanding of where to access case study examples at local and national levels</li> </ul>		<ul style="list-style-type: none"> <li>Use a case study example(s) to inform practice in your own setting/school</li> </ul>

### 5.1.5 Parental representation

Focus area	Becoming	Being	Growing
Parent Councils, local authority representation and national representation	<ul style="list-style-type: none"> <li>Understand the legislation and entitlements for parental representation on education related matters e.g. improvement plans, Pupil Equity Funding, Headteacher recruitment</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of how parental representation operates in practice</li> </ul>	<ul style="list-style-type: none"> <li>Start to meaningfully involve and engage parents in their children's learning and the wider life of the setting/school</li> <li>Arranges meetings in person/online with different groups of stakeholders to inform specific actions/next steps for school issues including learning.</li> <li>Work with the parent forum to establish a Parent Council and hold effective and inclusive meetings</li> </ul>

### 5.1.6 Barriers to involving and engaging parents

Focus area	Becoming	Being	Growing
<p>Parental barriers</p> <ul style="list-style-type: none"> <li>Understand how potential barriers to participation can impact parents and families</li> </ul>	<ul style="list-style-type: none"> <li>Understand how barriers can manifest and change over time for parents and families</li> <li>Consider how barriers can present themselves differently and impact on mobile families</li> </ul>	<ul style="list-style-type: none"> <li>Develop a deeper understanding of barriers within different contexts and communities</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify and address any barriers for the parents and families you are working with in your setting/school</li> <li>Use various methods to identify barriers preventing parents and families in your setting/school from engaging</li> <li>Develop strategies to mitigate potential barriers for parents and families, including mobile families</li> </ul>
<p>Practitioner barriers</p> <ul style="list-style-type: none"> <li>Reflect and understand how potential personal barriers can impact the engagement of parents and families e.g. beliefs, unconscious bias, values, age/stage of practitioners</li> <li>Workload, time pressures, lack of resources, large class sizes</li> </ul>	<ul style="list-style-type: none"> <li>Understand how concepts such as unconscious bias can lead to treat people differently without realising it and create barriers to participation</li> </ul>	<ul style="list-style-type: none"> <li>Start to use self-reflective tools to identify any unconscious bias that may lead to barriers</li> </ul>	<ul style="list-style-type: none"> <li>Incorporating self-reflective tools into practice</li> <li>Engage in self-reflective exercise(s) to identify unconscious bias preventing parents and families from getting involved and engaged with early learning and childcare, childminders and school</li> </ul>

## 5.2 Reflective questions

The following questions are provided to stimulate discussion and support improvement in practice. These are not intended to be prescriptive but may be useful as part of your self-evaluation journey.

- In what ways are the above topics included in our professional learning offer(s)? What evidence do we have that these are being embedded into practice and/or used to drive improvement?
- To what extent can we demonstrate that parents are aware of their entitlements? How will we measure this?
- What evidence do we have that we are aware of Family Learning principles, practices, partnerships and research? To what extent can we demonstrate that the family learning opportunities being provided to families are improving outcomes?