

Douglas Academy

School Response to ***“Learning Together”*** –
***Scotland's National Action Plan on parental
involvement, parental engagement, family
learning and learning at home 2018-2021***
(August 2018)

S Sinclair

Overarching Themes

- Shift in emphasis from "involving" to "collaborating" with parents
- Parents should be involved in shaping and influencing School Improvement Plans from the beginning
- Emphasis on involving parents more in their child's learning
- Centrality of "Closing the Gap" agenda and the key themes of equity and equality

“Learning Together”

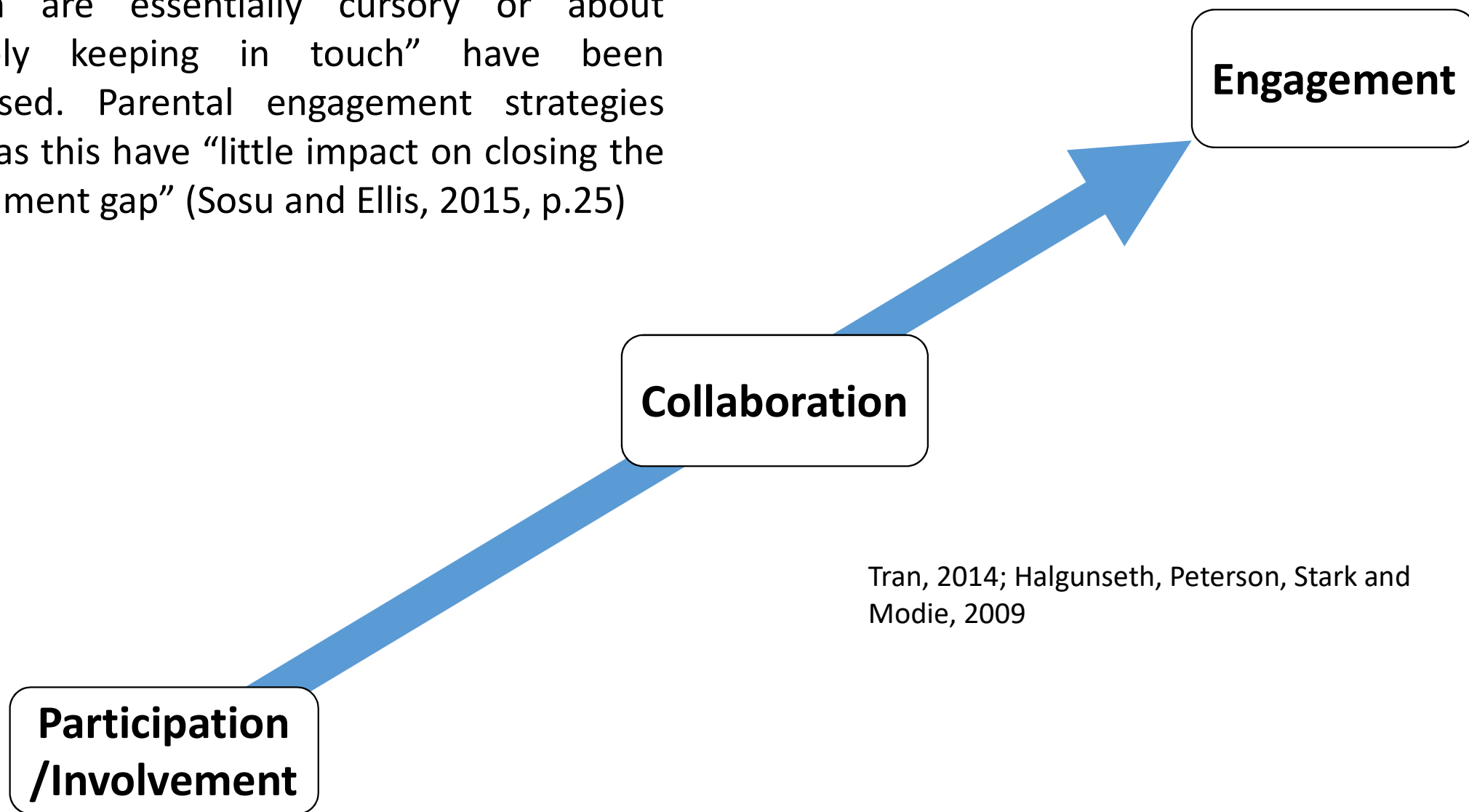
Goal A	Representation: Strengthen parental representation in the life and work of the school.	Goal G	Family Learning: Increase opportunities for families to access evidence based family learning opportunities and programmes.
Goal B	Collaboration: Expand opportunities for ALL parents to collaborate at every level.	Goal H	Equalities and Equities: Work together to address barriers that limit parents’ involvement and engagement.
Goal C	Communication: Improve communication with parents and families.	Goal J	Skills: Enhance the skills associated with parental involvement, parental engagement and family learning amongst practitioners.
Goal D	Information Technology: Support schools and parents to exploit the opportunities provided by information technology to improve parental involvement and engagement.	Goal K	Parents as Leaders: Build the capacity of parents, drawing on their expertise and supporting them to be involved and engaged in their children’s learning.
Goal E	Volunteering: Widen opportunities for parents and families to volunteer with the school.	Goal L	Ensure that parental involvement and engagement are fully reflected in strategic policies, improvement activity and inspection processes.
Goal F	Parental Engagement: Improve support to parents and families to engage with their child’s learning and development.		

EDC Establishment Action Plan for Family Learning, 2018



East Dunbartonshire
Council

Traditional models of parental engagement which are essentially cursory or about “simply keeping in touch” have been criticised. Parental engagement strategies such as this have “little impact on closing the attainment gap” (Sosu and Ellis, 2015, p.25)



Tran, 2014; Halgunseth, Peterson, Stark and Modie, 2009

Parental Engagement, Collaboration and Family Learning at Douglas Academy

- Parent Council (PEF; SIP)
- PTA
- Parents' Evenings
- Curriculum Information Evenings
- Senior Phase Study Skills/SQA Evening
- Developing the Young Workforce
- Parental volunteering
- Website
- Twitter
- School App
- Newsletters
- Group Call
- Targeted Literacy and Numeracy groups

Website; School App; Newsletters;
Group Call; Curriculum Information
Evenings; Senior Phase Study
Skills/SQA Evening

**Participation
/Involvement**

Collaboration

Developing the Young
Workforce;
Volunteering

Parent Council; PTA;
Family Learning Events;
Targeted Literacy and
Numeracy

Engagement

See feedback from Senior
Phase Family Learning
event.

Key Questions

- How do we broaden parental representation in the life and work of the school?
- How do we engage parents who feel reluctant to be involved in school decision-making to participate?
- How do we ensure that all parents have their views represented?
- How do we ensure that all parents feel welcomed and supported to become involved in the life and work of the school (“hard-to-reach parents”)?
- How do we seek to capture the views of the wider parent forum?
- How do we support parents do identify areas of school improvement that are relevant to them?
- How do we identify and address any barriers which may prevent parents becoming involved?
- How do we use technology to engage parents?
- How do we engage parents in developing the skills and confidence to support their child’s learning

Family Learning, Parental Engagement and Collaboration Strategy, 2018-2021

1

Representation & Collaboration

- Widening representation and collaboration
- Ensuring meaningful collaboration occurs on school improvement and self-evaluation

2

Communication

- Reviewing existing means of communication
- Identifying new communication channels

3

Parental Engagement

- Supporting parents in the development of skills to support pupil learning
- Supporting families support pupils in raising attainment

4

Equalities and Equity

- Identify barriers that limit parental involvement and engagement
- Mitigate the barriers to parental non-engagement and involvement

Next Steps

- Joint HT/Parent Council communication to all parents in early January identifying the broad outline of the Family Learning, Parental Engagement and Collaboration Strategy
- Invitation to parents to attend a series of workshops in January to identify parental needs
- Constraints
- Your thoughts?