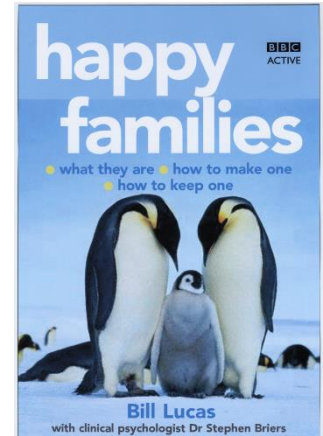
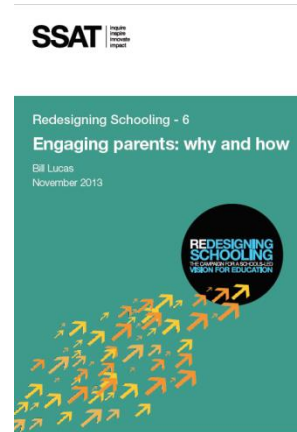
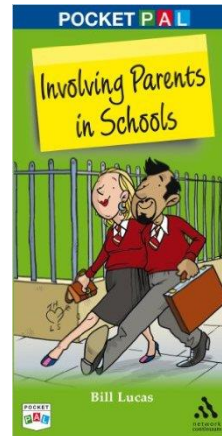
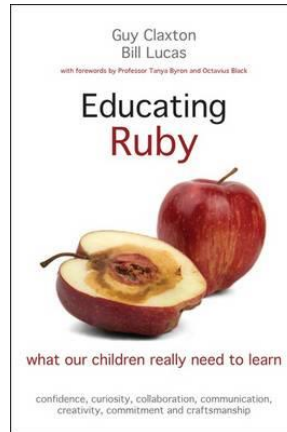
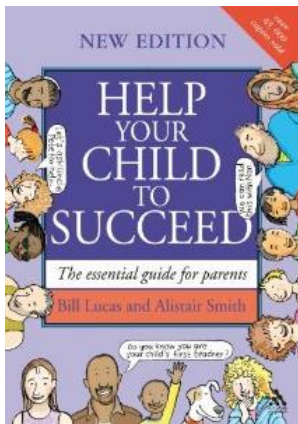


Changing the conversation between home and school

Professor Bill Lucas



Expansive capabilities – 7Cs

Craftsmanship

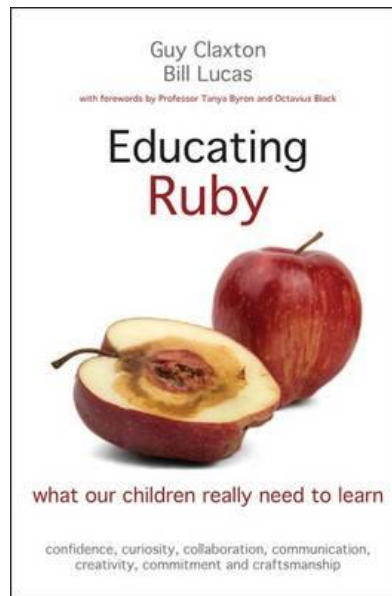
Confidence

Commitment

Curiosity

Creativity

Collaboration



Communication





THE TRAGEDY OF THE COMMONS

Desired Outcomes of Schooling

Prosocial

- Kind (not callous)
- Generous (not greedy)
- Forgiving (not vindictive)
- Tolerant (not bigoted)
- Trustworthy (not deceitful)
- Morally brave (not apathetic)
- Convivial (not egotistical)
- Ecological (not rapacious)

Epistemic

- Inquisitive (not passive)
- Resilient (not easily defeated)
- Imaginative (not literal)
- Craftsmanlike (not slapdash)
- Sceptical (not credulous)
- Collaborative (not selfish)
- Thoughtful (not impulsive)
- Practical (not only 'academic')





We don't want it to end like this!



‘When I was a boy of 14, my father was so ignorant I could hardly bear to have the old man around. But when I got to be 21, I was astonished by how much he’d learned in seven years.’

Mark Twain

Coaching

Do you like to listen to your child and work out the best ways of doing things together?



- 😊 Providing practical suggestions that suit your child is a really good way of helping him learn.
- ☹ Occasionally it can be quicker just to say what you would do rather than work it out together!


Telling


Do you find it easier to tell your child what to do rather than work it out together? Do you feel that there is only one best way of doing things?




- 😊 Sometimes explaining simple things to your child works well.
- ☹ Children learn by doing, so it is important to give them opportunities to try things out for themselves.

A different kind of relationship with families?

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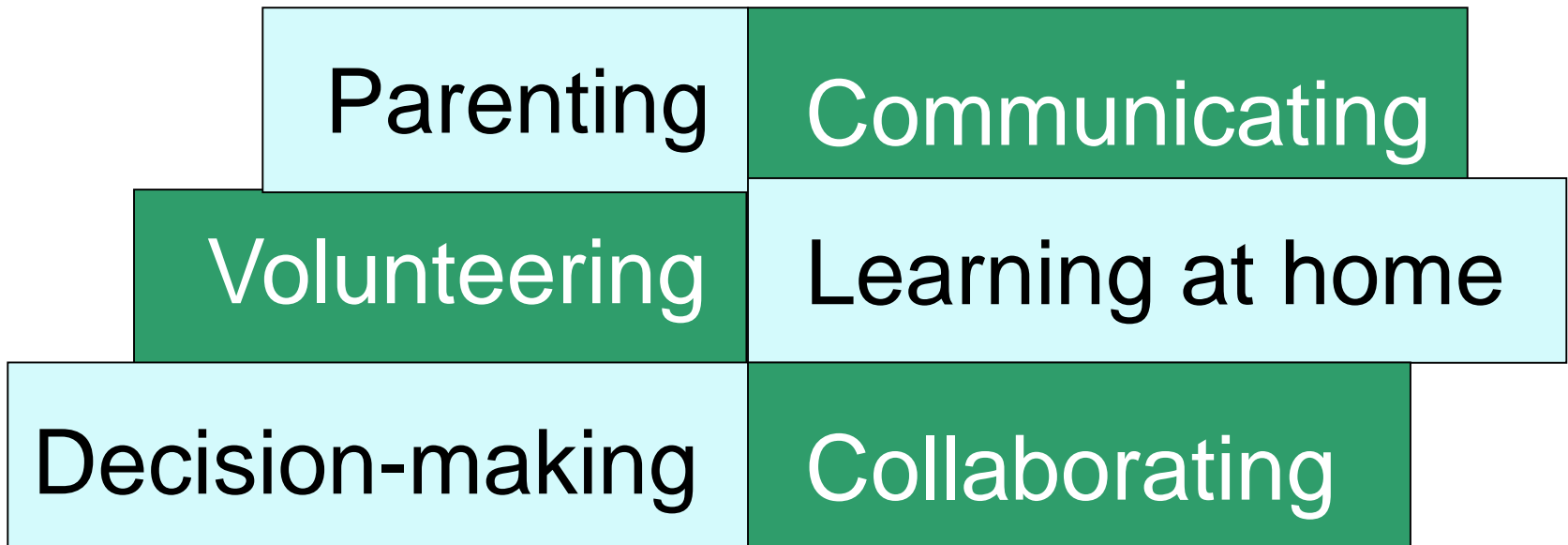
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 **Sam's angle homework**

Epstein's Six Types of Parental Engagement

1. Parenting	Helping all families to have the basic home conditions in place including active parenting strategies and chance to understand more about how children learn.
2. Communicating	Designing effective home-to-school and school-to-home communication methods which engage all parents regularly.
3 . Volunteering	Recruiting volunteer parents to help around school, in classes and in extra-curricular activities.
4. Learning at home	Providing good information to enable all parents to create family learning activities and to understand how best they can help.
5. Influencing decision-making	Including parents in decision-making activities to build a sense of ownership.
6. Collaborating with community	Finding and using resources from the wider parent community to enrich school life.

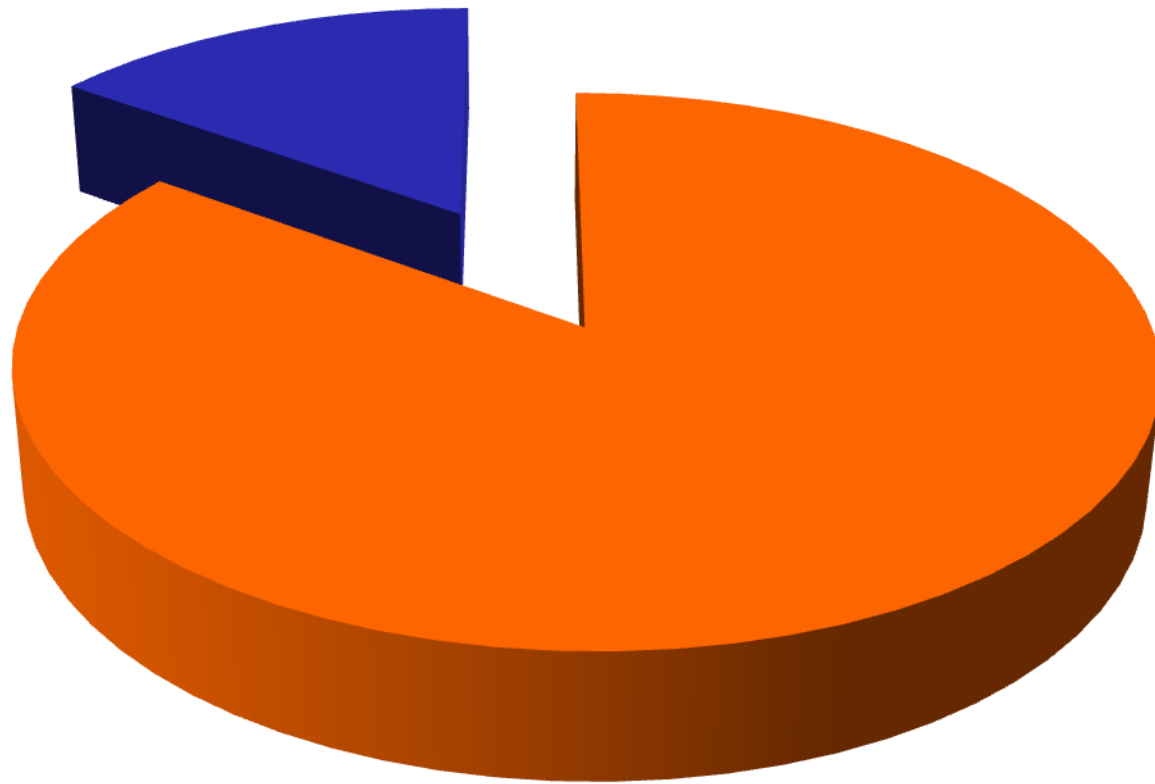
What is your school currently doing to engage your parents?



Engaging in your child's learning

- ✓ helps to raise their achievement
- ✓ develops their social attributes
- ✓ helps shape how they think of themselves as learners.

% of a child's waking hours
spent outside school



Achievement	% variance attributed to	
	parenting	schooling
Age 7	29	5
Age 11	27	21
Age 16	14	51

Sacker, Amanda et al (2002) 'Social inequality in educational achievement and psychological adjustment throughout childhood: magnitude and mechanisms'
Social Studies and Medicine, 55, 863-880

Three aspects of character are especially important

Self-regulation

Empathy

Persistence

It is what parents do 'at home'
that has the greatest impact on
children's achievement

What kind of talk?

1. Listening with attention
2. Talking that acknowledges feelings
3. Talk that tries to solve problems
4. More questions than answers
5. Praise that is descriptive

A brilliant way to engage parents,
improve classroom behaviour and
get better results.

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Teach



Insights



Setup

Adrian B ▾



Badges



100% Attendance



Ambition



Head Teacher's Award



Craftsmanship



Pupils



Activities



Badges



Messages



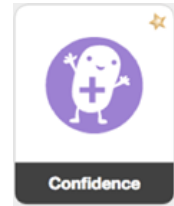


Expansive capabilities – 7Cs

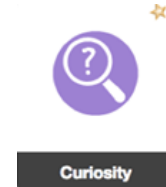
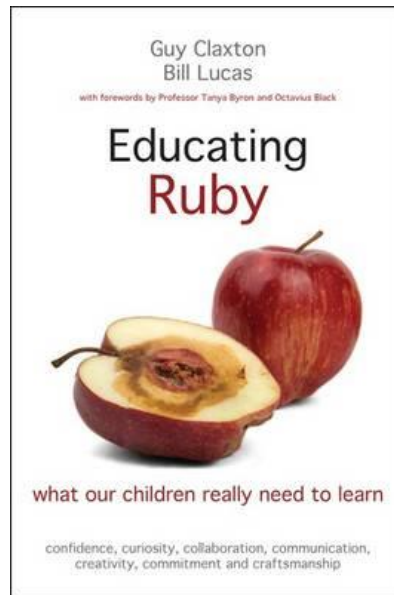
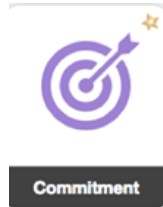


Craftsmanship

Confidence



Commitment



Curiosity

Creativity



Collaboration

Communication



Summary of evidence

1. Integrated whole-school approaches work best, with needs analysis, priority-setting, ongoing monitoring and public awareness raising
2. Effective leadership of parental engagement 'is essential to the success of programme and strategies'.
3. Staff lack confidence and knowledge and will need training

Summary of evidence (2)

4. PE with children's learning works best 'when parents receive clear, specific and targeted information from schools.'
5. ICT can help in a number of ways
6. Extensive evidence on benefits to children's literacy and also numeracy
7. Also evidence relating to other learning related outcomes eg motivation

Source: Janet Goodall and John Vorhaus (2011)

Review of Best Practice in Parental Engagement. London DfE

Two things we can do to help

- ✓ Help them develop a growth mindset
- ✓ Help them to organise their learning lives

1. Help them develop a growth mindset

“Every time I learn something it pushes some old stuff out of my brain.”



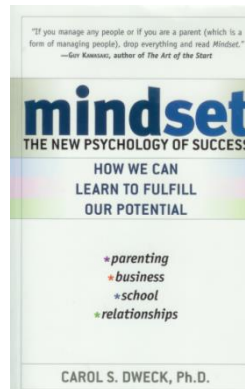
Carol Dweck : the importance of having a growth mindset

Ability is fixed

- Proving
- Safe learning
- Failure/mistakes bad
- Effort averse
- Fragile - depressive
- Shirk/blame/cheat
- Comparative/competitive
- Inaccurate self-image

Ability is expandable

- Improving
- Adventurous learning
- Failure/mistakes useful
- Effort pleasurable
- Resilient - determined
- Try/commit/be open
- Collaborative/generous
- Accurate self-image



‘If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. That way they will have a lifelong way to build and repair their own confidence.’

Carol Dweck

Teaching by ability and too much praise can harm students

Nicola Woolcock
Education Correspondent

Teaching children in ability sets can be harmful to their education, experts warn in a report today. They also claim that excessively praising pupils can do more harm than good.

Grouping children by academic ability into sets is criticised in the report, which examined 200 pieces of research into the best teaching practice.

Academics from Durham University write: "Evidence on the effects of grouping by ability, either by allocating students to different classes, or to within-class groups, suggests that it makes very little difference to learning outcomes."

They add: "It can result in teachers failing to accommodate different needs within an ability group and over-playing differences between groups, going too fast with the high-ability groups and too slow with the low."

The report, published by the Sutton Trust, tackles education-

instruction, the report says. Good teaching practices include asking a large number of questions, and checking the responses of all pupils, plus spacing out the study or practice of a particular topic, with gaps in between to ensure it was committed to memory. Asking pupils to generate answers or take tests on a topic, even before they had been taught the material, is also found to be a good approach.

Professor Robert Coe, its lead author, said: "Great teaching cannot be achieved by following a recipe, but there are some clear pointers in the research to approaches that are most likely to be effective, and to others, sometimes quite popular, that are not."

Dr Lee Elliot-Major, director of policy and development at the Sutton Trust, said: "It's a scandal that we are so concerned with the learning of pupils, yet neglect the professional development of teachers themselves."

The report's authors say that the best teaching is conducted by teachers with very strong subject knowledge, who make efficient use of classroom time

...behaviour well. ... research



**KEEP
CALM
AND
DO MATHS
EQUATIONS**



What is another name for the Earth's atmosphere?

◊ A: Water

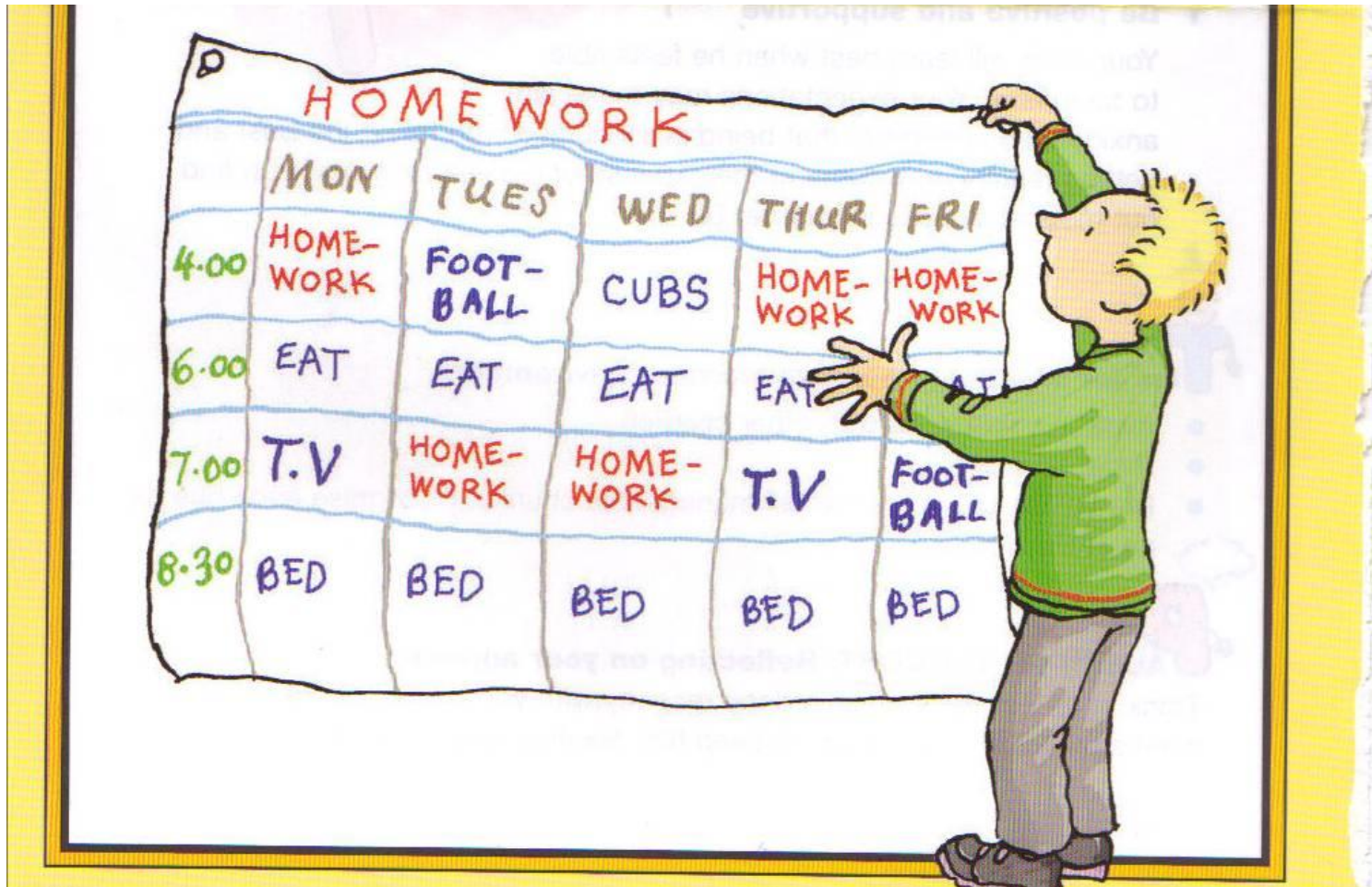
◊ B: Air

◊ C: Fire

◊ D: Earth

1

2. Help them to organise their learning lives



6 key areas where parents can help

Expectations	Setting high and consistent standards
Routines	Establishing good learning habits
Opportunity to learn	Proactively looking for ways of extending and intriguing
Support	Showing interest, certain kinds of praising and teaching social skills
Culture	Creating a warm, cooperative and positive environment
Role modelling	Demonstrating the habits of mind of successful learners

Getting started

1. Motivate and get buy-in from staff	A key staff meeting at which the power of parental engagement and of a real compact is explored.
2. Designate a leader to build a team	Choose a mix of senior and specialist teaching and non-teaching staff, possibly with a parent or two. You could start with a survey such as the one provided in the appendix.
3. Align the compact with your school development plan	Choose pertinent key goals. Make the wording of each goal family-friendly. Identify links between the goals and the school plan. Clearly identify strategies for teachers and parents to help students meet the goals.



<p>4. Get input from every year in the school</p>	<p>Make sure each year group has no more than three areas on which it is explicitly going to focus in any one year.</p>
<p>5. Reach out to families</p>	<p>Welcome parents, respect different families and constantly connect parents and families to what children are learning at school.</p>
<p>6. Don't forget the students</p>	<p>Create a simple student survey to find out what is going well and what could be improved, and seek ideas from them. Initiate class, assembly and web-based discussions.</p>



<p>7. Pull it all together</p>	<p>Create an attractive, illustrated, accessible family-friendly compact. Display it prominently and share widely.</p>
<p>8. Align all resources</p>	<p>Use money, professional development time, design of communications, parent workshops etc to deliver your agreed goals.</p>
<p>9. Market it</p>	<p>Take every opportunity to share your thinking.</p>
<p>10. Review, revise and celebrate</p>	<p>Build in evaluation of all activities and hold a celebration at least annually, possibly in the form of some kind of parental engagement week or day.</p>

Adapted and Anglicised from the work of the Connecticut State Department of Education, USA



www.winchester.ac.uk/realworldlearning

www.expansiveeducation.net

www.marvellousme.com

www.educatingruby.org

bill.lucas@winchester.ac.uk

@LucasLearn @EducatingRuby

@MarvellousMeApp

