



The Scottish Government

Parental Involvement in Education

10 May 2012

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The Scottish Government

Policy Frameworks

- Early Years Framework
- GIRFEC
- Additional Support for Learning
- Curriculum for Excellence
- Post -16

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Curriculum for Excellence

- coherent, inclusive, flexible
- raise achievement for all
- skills for learning, life and work in the 21st century

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Scottish Schools (Parental Involvement) Act 2006

- Learning at Home
- Home / School Partnership
- Parental Representation

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Learning at Home

- JRF “The Roles of Aspirations, Attitudes and Behaviour in Closing the Educational Attainment Gap”
April 2012 - www.jrf.org/publications
- DfE Review of best practice in parental engagement
September 2011 - www.education.gov.uk/publications
- School Handbook Review
- CfE resources www.parentzonescotland.gov.uk

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Home / School Partnership

- ADES paper on Attainment

www.engageforeducation.org/attainment

- Education Scotland – CPD

Parental Representation

- Parent Councils in 95% of schools
- National Parent Forum of Scotland

www.parentforumscotland.org



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Parents perceived as 'Recipients'		Parents perceived as 'Positive Partners'	
Our view of the parent <ul style="list-style-type: none">• Service user	Typical communication <ul style="list-style-type: none">• Newsletter• School report	Our view of the parent <ul style="list-style-type: none">• Equal• Valued• Supportive	Typical communication <ul style="list-style-type: none">• Regular discussion on child's progress• Flexible opportunities to listen and share information
Type of relationship <ul style="list-style-type: none">• Passive	Typical access <ul style="list-style-type: none">• Distant or occasional• Occasional consultations• Parents evening	Type of relationship <ul style="list-style-type: none">• Respectful• Collaborative	Typical access <ul style="list-style-type: none">• Increased informal presence during school day or week• Engaged in school life
School Staff • Parent • Child			
Parents perceived as 'Problems'		Parents perceived as 'Opponents'	
Our view of the parent <ul style="list-style-type: none">• Low priority• Poorly skilled in parenting	Typical communication <ul style="list-style-type: none">• Blanket letters• Calls to notify of problems	Our view of the parent <ul style="list-style-type: none">• Challenging• Threatening	Typical communication <ul style="list-style-type: none">• Letters to justify position• Third party mediation
Type of relationship <ul style="list-style-type: none">• Blaming• Absent/apathetic• Unwilling	Typical access <ul style="list-style-type: none">• Parents distant or absent• Parents 'called in' when there is difficulty with the child	Type of relationship <ul style="list-style-type: none">• Confrontation• Defensive• Fear	Typical access <ul style="list-style-type: none">• Avoid contact• Formally reduce contact (e.g. exclude)