

Complementary role of teachers, pupils and parents



Transforming lives through learning

New Local Authorities

The Local Government (Scotland) etc Act 1994
as at January 1996



Eilean Siar,
Comhairle nan
(Previously known
as Western Isles)

Orkney

Shetland

Highland

Moray

Aberdeenshire

Aberdeen City

Angus

Perth and Kinross

Dundee City

Fife

Argyll and Bute

Stirling

Falkirk

West Lothian

City of Edinburgh

Midlothian

East Lothian

North Ayrshire

South Lanarkshire

Scottish Borders

East Ayrshire

South Ayrshire

Dumfries and Galloway

Numbered Areas

1. West Dunbartonshire
2. East Dunbartonshire
3. North Lanarkshire
4. Glasgow City
5. East Renfrewshire
6. Renfrewshire
7. Inverclyde
8. Clackmannanshire



Key points to cover

- Why is it important to involve teachers, parents and pupils?
- What do we mean by ‘complementary roles’?
- How does Education Scotland (ES) identify and support good practice?
- How does ES share the good practice to promote national change?

Why should parents get involved?

‘When parents and schools work together **children do better**’

- *Guidance on the Scottish Schools (Parental Involvement) Act 2006*

‘Parental involvement has a **significant positive affect** on children’s achievement...’

- *Desforges, C., & Aboucher A (2003)*

‘...the most **important** ‘parenting’ factor is the **parents’ relationship with the school....**’

- *Research by Joseph Rowntree Foundation*

‘The more engaged parents are in the education of their children - the more likely their children are to **succeed in the education system.**’

Review of best practice in parental engagement:” Goodall, J., and Vorhaus, J.,

**Tell me and I forget.
Show me and I remember.**



Involve me and I understand.

Confucius 551 BC - 479 BC

Key things parents want to know

At the most fundamental level - parents want to know:

- Does the teacher know and understand my child?
- Is my child happy?
- Does she have good friends?
- Is my child stretched and encouraged?

Scottish Parent Teacher Council

Key things parents want to know

After covering the basics, attention shifts to:

- Is she working at an age appropriate level?
- Where are her strengths?
- Does the school have concerns?
- If additional support is needed, how is that organised?
- What can we do at home?

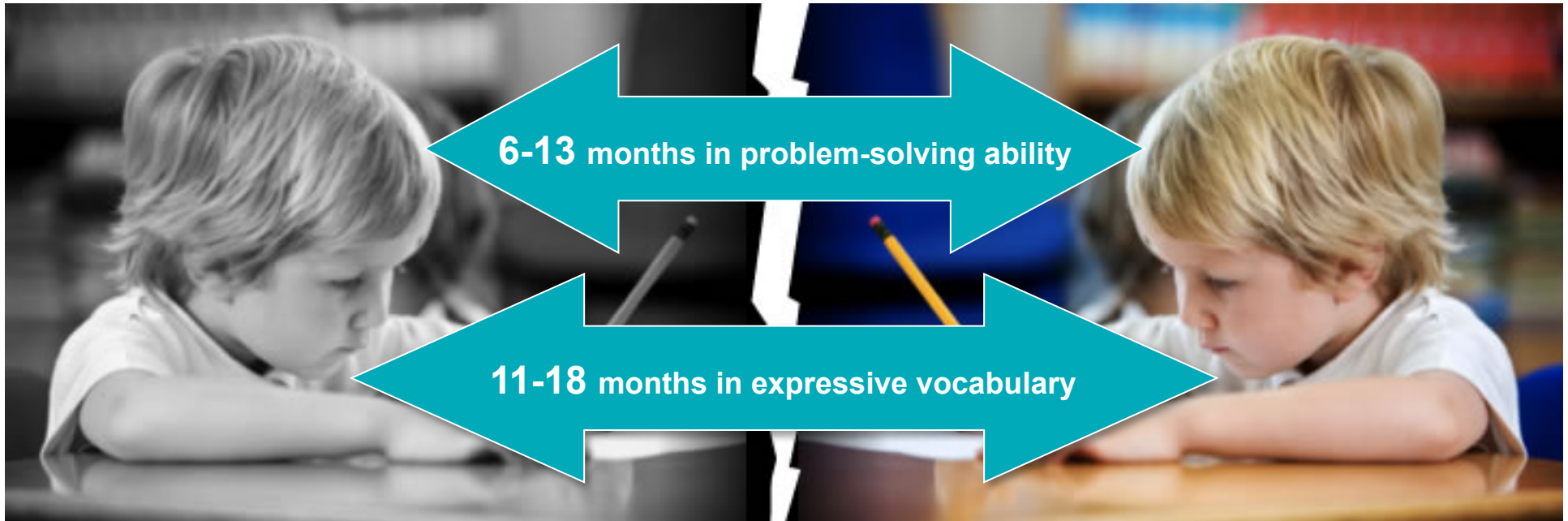
Scottish Parent Teacher Council

The majority of parents

- Want to be involved
 - but level of engagement will vary
- Want clear, positive and constructive reports
- Don't know the questions to ask
- Want to play their part

Scottish Parent Teacher Council

In Scotland today, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:



Source: Bradshaw, P. (2011) Growing Up in Scotland (2011) Changes in child cognitive ability in the pre-school years Edinburgh; Scottish Government

#edald #litinaction

Transforming lives through learning



Principles of assessment

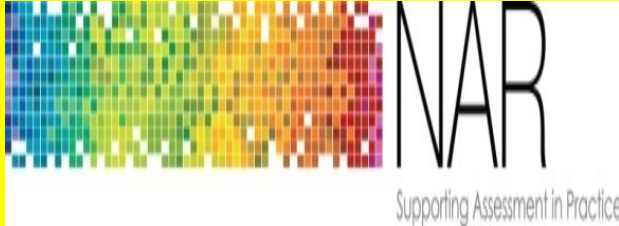
- Learners should be engaged in all aspects of the assessment process
- Learners should be afforded an element of choice and personalisation
- Learners should experience a range of approaches to assessment
- Assessment practice should support learning
- Assessment should engage and motivate learners

What do we mean by ‘complementary roles’?

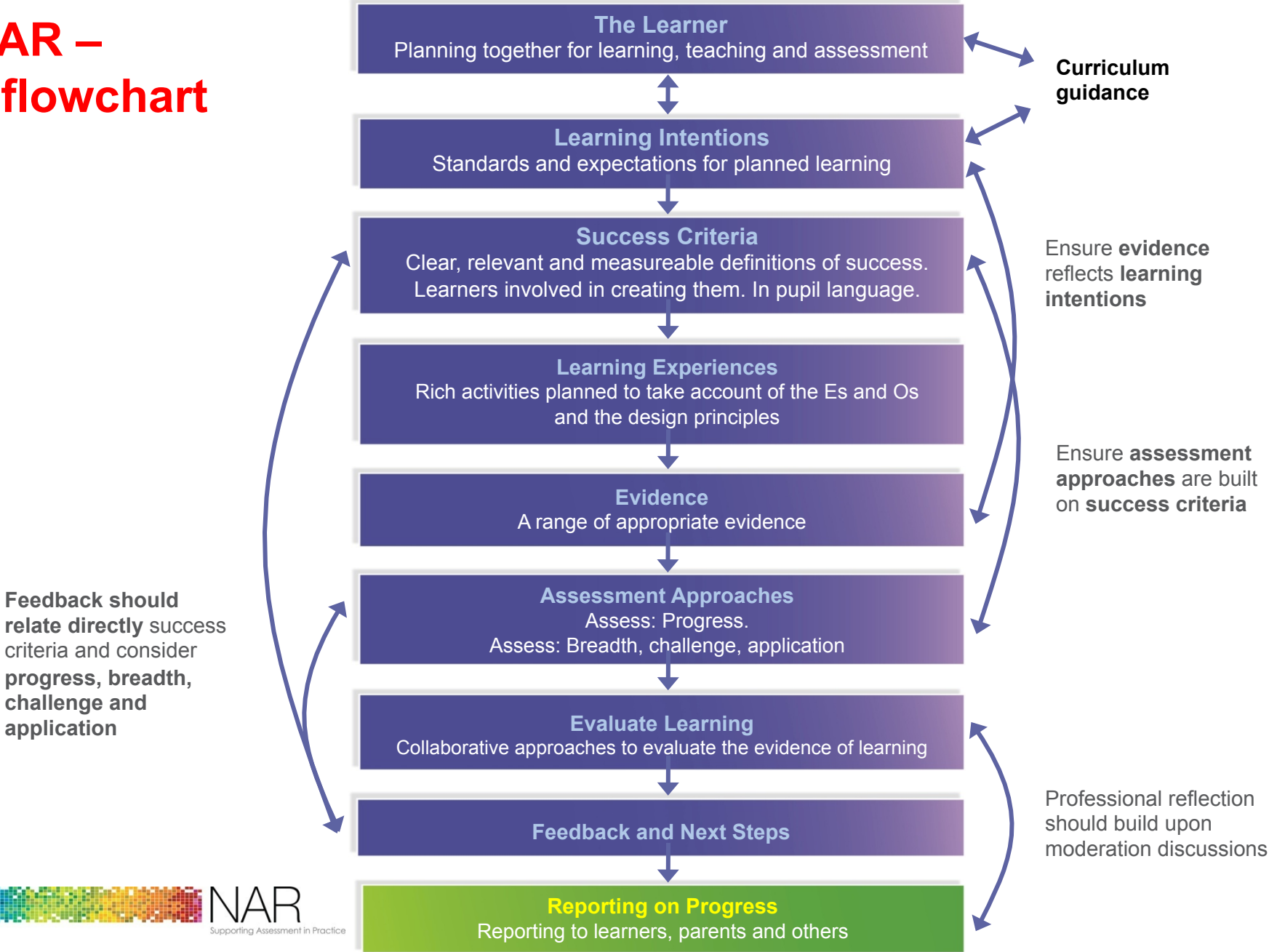
Law Primary School

- Photos and films of the week's activities at Loch Inch **posted daily** and **parents log on to post comments**.
- Blogs as part of normal class work – successfully way to engage with parents over a number of years
 - <http://edubuzz.org/lawupper/2012/04/19/day-3-loch-insh/>
- “Parents felt that the shared activity **helped them to see cooperative learning at first hand**
 - **impressed with the skills children had** in discussing and working together in a group.”
- “Parents noted how important it was to **recognise wider achievement.**”
- “Children were given the **opportunity to comment on their self assessment sheet and alter it** ”
- “Reporting process now focuses on the ongoing dialogue between **parent, child and nursery staff.**”

How does ES identify & support good practice? - Building A National Assessment Resource



NAR – a flowchart



Reporting within Curriculum for Excellence



“Reporting comprises a **range** of activities including, for instance, written reports, **children presenting their learning** to parents, parents’ **consultation meetings** and **on-going** oral discussions.”

Building the Curriculum 5
A Framework for Assessment: Reporting



How does ES share good practice? - using the National Assessment Resource

- The NAR:
- is a **trusted and authoritative** place that teachers use naturally to **share and improve their practices**
- shares assessment exemplars moderated at school, cluster, local authority levels - **quality assured** by a **National Quality Assurance Group**
- ensures that the strongest examples receive a **Quality Mark**
- supports teachers by:
 - helping teachers, parents and pupils to **work together**
 - developing an understanding of **standards and expectations** and how to apply these consistently
- **Scotland / NAR: “Sharing standards and benchmarking”**
 - *Session 4 tomorrow: Norman, Jenne, Maryline*



Discussion?