

EARLY CAREER FRAMEWORK

SESSION OUTLINE | CLINIC 3

TITLE	TIMING
Building effective relationships with parents and carers 1d; 3n; 3o; 3q; 4.11; 5.7; 8.4; 7k; 8h; 8i	1.5 hours (90 minutes)

OUTCOMES

- To learn that reviewing parental engagement approaches is important.
- To understand that parental engagement improves teacher wellbeing and improves learning outcomes for pupils.
- To identify potential barriers to effective communication with parents/carers and ways of overcoming them, including seeking support from colleagues.
- To know communication and parental engagement will look different depending on the age of the child.
- To know some sensitive targeting will be necessary for enabling parental engagement from certain groups of parents/cares (e.g. pupils with SEND or disadvantaged).
- To practice using a strategy for communicating with parents/carers.
- To reflect on and share implications on their teaching and on their own development.

THE BIGGER PICTURE

This is the third Clinic. Clinics will occur roughly once a half-term. Therefore, it is essential that some of the programmatic knowledge is emphasized in this session including logistics, norms and processes.

Before this session takes place, teachers should have:

- Had exposure to key knowledge from ITT Core Content Framework on several sub-standards:
 - 8.i. Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.
- School input as needed.

Self-study materials that might be helpful context and provide exemplification include:

- B6: Consistency.
- I6: Adapting teaching.
- S7: Developing pupils' literacy.
- S11: Adapting lessons to meet pupil needs.

This session emphasises the need to understand key learning so teachers are able to contextualise this learning in their school context. The expectation is that, depending on these different contexts, teachers will be supported to have further conversations with school colleagues to help them adapt the strategies covered in the session so that they can continue to build positive and trusting relationships with parents/carers.

SUGGESTED THREAD AND ACTIVITIES

1-10 minutes: Welcome and recap Twilights

You might use this time to introduce yourself, welcome teachers, provide relevant recap on previously taught content and appropriately set up the norms for the call.

10-20 minutes: What is parental/carer engagement?

This time can be used to introduce the concept of parental/carer engagement and provide some examples of the many ways and with a range of aims that schools work with parents/carers and families.

This section is intended to include information about how parental/carer engagement can look very different depending on several factors, including school policy. The overarching principle of monitoring and planning how you work with parents/carers should be included, which is explained on pages 9- 11 of this EEF report: [here](#).

20-30 minutes: Why is it important?

- 8.4: Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.

This section is intended to ensure buy in from teachers as to why relationships with parents/carers are important and the impact that these relationships have on both pupils and teachers. The link between parental engagement and children's academic outcomes could be made here.

To read more about this, see page 9 of this EEF report [here](#). The importance of engaging with the parents/carers of pupils with SEND in order to plan appropriate provision should also be made here (links to Clinic 1).

Additionally, it could cover how a negative relationship between teachers and parents/carers can have an impact on teacher wellbeing, as exemplified on pages 36- 37 of this OFSTED report [here](#).

30-60 minutes: Communication

Communicate a belief in the academic potential of all pupils, by:

- 1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.

Build trusting relationships, by:

- 7k: Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

Build effective working relationships, by:

- 8h: Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
- 8i. Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.

This section might present teachers with examples of whole-school approaches to communication. The impact of communication on teacher workload and what the government has recommended to address this can be found in this DfE guidance [here](#). You might want to provide teachers with the opportunity to reflect on their current communication with parents. Prompts for reviewing communication approaches in schools are exemplified on page 23 of this EEF report [here](#).

Then you might consider some assumptions teachers might have which impact their relationship with parents, which you can read more about [here](#). Following this, you could identify barriers which both teachers and parent/carers may have when communicating and engaging with one another and possible responses to overcoming these and how colleagues can support them in doing so. This is exemplified on page 27 of this EEF report [here](#). You may also wish to look at how communication and engagement with parents changes depending on the age of the pupils, which is exemplified on page 19 of this EEF report [here](#).

This section might also include concrete strategies relating to how to communicate effectively with parents/carers and there could also be an opportunity for teachers to practise one of the strategies shown. You can find exemplifications of these on pages 19- 22 in this EEF report [here](#).

60-80 minutes: Targeting support

- 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

This section could look at some strategies for enabling parental engagement for specific groups of pupils, such as those with SEND or disadvantaged backgrounds. These are exemplified on pages 25-29 of this EEF report [here](#).

80-90 minutes: Action planning and next steps

This section is to provide teachers with time for reflection, quizzing, action steps and updates on the next components on the programme.

ECF 'LEARN THAT...' COVERED

- 5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.
- 8.4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.

ECF 'LEARN HOW TO...' COVERED

Communicate a belief in the academic potential of all pupils, by:

- 1d. Seeking opportunities to engage parents and carers in the education of their children (e.g. proactively highlighting successes) with support from expert colleagues to understand how this engagement changes depending on the age and development stage of the pupil.

Build trusting relationships, by:

- 7k. Discussing and analysing with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

Build effective working relationships, by:

- 8h. Communicating with parents and carers proactively and making effective use of parents' evenings to engage parents and carers in their children's schooling.
- 8i. Observing how expert colleagues communicate with parents and carers proactively and make effective use of parents' evenings to engage parents and carers in their children's schooling and deconstructing this approach.

SESSION PREPARATION AND LOGISTICS

AREA	REQUIREMENTS
Session type and length	1.5-hour clinic
Groupings	Suggested 8-15 teachers
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	<ul style="list-style-type: none"> - Example materials of communication strategies with parents/ carers. - Powerpoint/presentation materials.
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> - Facilitators should prepare resources, exemplifications and gather materials for the session. - Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust accordingly.