



**Supporting parent involvement/help with children's learning:  
the views of parents, teachers and educational psychologists.**

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## Summary

In the field of education, parent 'involvement' or 'engagement' have been described as 'catch-all' terms to refer to a range of activities where parents interact with schools (Desforges & Abouchar, 2003); examples include attending school events and supporting children's learning at home and in the community. However much of the research in this area has concerned itself with parent involvement in school based activities rather than other home and community based ways in which parents might less directly interact with schools and education. Parent involvement (PI) has been promoted by governments and education related bodies (Department for Education [DfE], 2011; Estyn, 2018; Welsh Government [WG], 2017). This is because PI has been recognised as having a positive effect on CYP's learning, behaviour, self-esteem, motivation, social skills and involvement with learning (DfE, 2011; Fan & Chen, 2001).

A lack of consensus in defining PI, variation in the quality of research regarding it (Manz, 2010), and a lack of UK based research regarding the views of parents, teachers and Educational Psychologists (EPs), may have led to some challenges in applying the findings of PI research to practice. The current research aims to address this through discussing definitions of PI, related PI research, and surveying the views of UK based parents, teachers and EPs regarding what research suggests is the most effective aspect of PI, namely parent involvement with children's learning (PICL), wherever that might occur rather than parent involvement in school based activities (Froiland & Davison, 2016; Puccioni et al., 2020). The overall purpose of the current study is to contribute to understanding regarding what supports PICL.

Adopting the definition of parental engagement used by Schneider & Arnot (2018), the current study defines PICL as a "mutual exchange of values and knowledge" which emphasises "reciprocity, empowerment, empathy, change and opportunities for both parents and the school" (p.11). For the purposes of this study, the values and knowledge are presumed to refer to both the curriculum and broader life skills such as emotional regulation, social skills, motivation, growth mindset and other meta-cognitive skills. However, arguably CYP should be included in the participants within PICL considering that surely at the heart of PICL, are children and the parent-child relationship, with educational professionals supporting this. For the learning part of parent involvement with children, this research adopts the definition of learning provided by Schunk (2020): "Learning is an enduring change in behaviour, or in the capacity to behaviour in a given fashion, which results from practice or other forms of experience" (p.3). This definition seems relevant to PICL in that it acknowledges all the ways in which children can change through parent involvement in their learning.

A narrative review of the literature revealed that parent involvement (PI) in education, has often focused on parent involvement in school, and is associated with a range of positive outcomes for CYP during the school years and later life. However, PICL rather than parent involvement in school, has been found to make the difference for CYP. Research has found that many families, particularly those with lower socioeconomic

status (SES) or black and minority ethnic status (BAME), may exhibit PI at home more than in school, and so be assumed to be less interested in PI or children's education in general when asked only about involvement in school. Therefore, exploring views regarding PICL, may serve to gain a clearer social justice informed insight into knowledge of views about PICL, and how educational professionals can support it.

To date, there has been very little research into the views of EPs regarding PICL, or into parent and teacher views of working with EPs to enable PICL. Considering this and the role of EPs in working with parents and teachers to promote CYP's wellbeing development, resilience and achievement (Wales, 2016), and research findings about how PICL may enable these goals, it seemed appropriate to explore what EPs think about PICL, and their role in supporting it. Finally, it seemed important to survey views regarding PICL following school closures due to coronavirus, because parents and educational professionals have had an unprecedented experience of being asked to do or support PICL more than ever before. This experience may therefore offer new insights that can inform future support for PICL.

Participants could self-select to participate in the study via an online questionnaire. The questionnaires were shared via social media groups and by asking principal educational psychologists to invite their team to participate, and their team to invite headteachers to invite parents and teachers to participate. An anonymous relatively brief questionnaire was designed with influence from the PI literature to increase the chance of individuals being candid in their views, and those who may have limited literacy skills, beginning and finishing the questionnaire.

Descriptive statistics were used to analyse quantitative data from closed questions and reflexive thematic analysis was used to analyse qualitative data from open questions. The findings suggest that although a diverse range of views were expressed, parents, teachers, and EPs largely value PICL and PICL support, private non-digital communication, and the opportunity to work together to enable PICL. However, one to two thirds of each group spend less time doing or supporting PICL than they want to. Knowing that children's wellbeing is supported, having permission from others to work on PICL support needs, having time, and facilitative structures at all levels of the systems surrounding children, were noted as facilitators of PICL and PICL support. The importance of establishing a clear 'holistic' definition of PICL, agreed by all stakeholders was noted as a first step in enabling collaboration in this area. Holistic refers to a PICL definition that recognises the needs of all stakeholders and incorporates much more than simply children's academic learning. Future research is needed with children and specific groups of parents, to ensure that support for PICL is relevant to all children and all parents.

The critical appraisal identified numerous ways in which the research has made a contribution to new knowledge and how it has enabled the development of the researcher. A critical appraisal of the research process revealed how decisions regarding the development of the initial research question, the study's design and data analysis were dealt with and offers a critical reflection of the process.



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### List of Abbreviations

PI	Parent involvement. In the field of education, parent ‘involvement’ or ‘engagement’ have been described as ‘catch-all’ terms to refer to a range of activities where parents interact with schools (Desforges & Abouchaar, 2003); examples include attending school events and supporting children’s learning at home and in the community.
PICL	Parent involvement in children’s learning. This study defines PICL as a “mutual exchange of values and knowledge” which emphasises “reciprocity, empowerment, empathy, change and opportunities for both parents and the school” (Schneider & Arnot, 2018, p.11). The current study includes children in the participants of this mutual exchange and defines learning holistically as “an enduring change in behaviour, or in the capacity to behaviour in a given fashion, which results from practice or other forms of experience” (Schunk, 2020, p.3). This is not limited to academic skill development e.g. it can include social, emotional and metacognitive skill development.
CYP	Children and young people
EP	Educational psychologist
ALN	Additional learning needs. This the term used in local authorities in Wales for special educational needs.
BAME	Black and minority ethnic
EAL	English as an additional language
EPS	Educational psychology service
LEA	Local education authority
LA	Local authority
FSM	Free school meals
CPD	Continuing professional development

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## **Part 1 Major Literature Review**

Word count: 15,111

### **Introduction**

“The central function of both schools and families is the nurture and education of children, a common task which should ensure their close cooperation and mutual support” (Dowling & Pound, 1994, p.69).

Parent involvement (PI) in the field of education, arguably concerns itself with this central function of schools and families in relation to children. However, research and practice varies in the extent to which it focuses on the nurture and/or education of children. PI has been widely promoted by governments and education related bodies (Department for Education [DfE], 2011; Estyn, 2018; National College of School Leadership [NCSL], 2011; Welsh Government [WG], 2015, 2017). This literature review will begin by describing how literature was selected for this review, followed by an exploration of what is meant by PI. It will then consider the challenges of PI research, its limitations and PI outcomes for Children and Young People (CYP). The literature review will then go on to explore why PI might be relevant to parents, teachers and educational psychologists (EPs), relevant theories, and research relating first to parents, then teachers, then EPs. Finally, it will consider what supports PI, the rationale for the current research, and the research questions will be presented.

### **The literature review process**

This study used a narrative overview literature review, defined as a “comprehensive narrative syntheses of previously published information” (Green et al., 2006, p.103). Green et al. (2006) state that this can provide a broad overview of an area of research giving information on its history and development. This seemed the most useful as a foundation for acknowledging previous research regarding PI and as a means of identifying areas in need of further research in order to provide a rationale for the current study. A draw-back of a narrative overview is that key articles could be missed as the

literature search does not systematically consider every article in the field and may therefore be more biased by the researcher's inclusion/exclusion criteria. An initial exploration of the literature surrounding PI indicated that a systematic literature review could be problematic however, given that there was limited research regarding teacher and particularly EP views on PICL, thus making the between study comparisons of a systematic review, difficult (Green, 2006). Furthermore, there were wide variations in how PI and related terms were operationalised in studies, and how they were designed, making systematic comparisons problematic.

Search terms including and relating to, parents/carers, coronavirus, involvement/engagement, schoolwork/homework, teachers, and educational psychologists were used in psychology and education related databases and for internet searches of relevant government, charity and independent research body publications (see Appendix A).

Search facilities and bodies consulted included: APA Psych info, British Education Index, Google Scholar, Department for Education, Welsh Government, Estyn, Ofsted, Education Endowment Foundation, Google. A date limit on articles searched, was not used due to a paucity of research that included the views of parents and educational professionals regarding PI, in recent times.

Following initial literature searches, articles with titles and abstracts deemed the most relevant to the area of PI in the field of education, were selected for more detailed reading. Reference lists from these articles were also used to source further articles or books of relevance to the study. Priority was given to meta-analyses and reviews by way of noting key themes in the literature. The content of literature included in the final literature review was based on a selection of which combination of research appeared to offer the more comprehensive overview of research in the area of parent involvement. Priority was given to research regarding parent involvement in children's learning due to research suggesting this has a stronger association with positive outcomes for CYP than parent involvement in school (Froiland & Davison, 2016; Puccioni et al., 2020). Priority was also given to research revealing the views of parents, teachers and EPs regarding parent involvement. This was because it was felt that this would best inform the research questions, choice of methodology and the analysis of the findings.

## **What is parent involvement?**

In the field of education, parent involvement (PI) has been described as a 'catch-all' term (Deforges & Abouchaar, 2003) to refer to a range of activities where parents interact with schools. Parent 'engagement' has also been used to describe this same process (Goodall, 2013). The term PI dominates the literature in this area and so the term PI will primarily be used in the literature review (except when using citations referring to 'parent engagement'). Furthermore, it was thought that using the term PI in a questionnaire for parents (who may not be familiar with the meaning of either term in educational literature or practice) would be less ambiguous than the term parent engagement. This is because the dictionary definition of 'involvement' is "the act or process of taking part in something" (Cambridge dictionary, 2021a) and does not imply such a specific commitment as 'engagement', which is defined as "an arrangement to meet someone or do something at a particular time" (Cambridge dictionary, 2021b).

Schneider & Arnot (2018) have criticised the term PI for emphasising parents adapting to school values and one way communication from school to home rather than a two-way mutual exchange. This criticism may be justified considering that the majority of PI literature appears to concern parent involvement in the school, rather than school staff involvement with the home. However, this research takes their definition of parental engagement which conceives of PI as a "mutual exchange of values and knowledge", emphasising "reciprocity, empowerment, empathy, change and opportunities for both parents and the school." (p.11). The current study includes CYP in the participants within PICL and argues that at the heart of PICL is the parent-child relationship with educational professionals supporting this.

For Goodall and Ghent (2014) 'parental engagement' is more specifically related to parental "participation in the learning processes and experiences of their children" (p.333). Goodall and Ghent's definition of PI is what the present study is most concerned with, as it locates PI in learning processes of children (how they learn), rather than where they learn, e.g., at school. This seems important because PI can occur at school and home and can include a wide variety of activities related to learning (Desforges & Abouchaar, 2003; Hoover-Dempsey & Sandler, 1997). Lopez (2001) posits that not recognising PI outside of school, may particularly exclude PI of low-income and BAME parents whom research has found may be more involved with their children's learning outside of school than within it (Anderson & Minke, 2007). Snell et al. (2009) argue that without considering PI outside of school, parents with low parent involvement in school may be oppressed by "harmful expectations that service to further disenfranchise them" (p.4).



## **Parent involvement with children's learning as the ultimate aim**

For Goodall & Ghent (2014), supporting parent involvement with children's learning (PICL) is the ultimate aim of PI. However, there is evidence that many schools focus more on parent involvement in school than PI in the home (Gonzalez-DeHass & Willems, 2003; Lopez et al., 2001), whilst Goodall (2013) argues that parent engagement with learning has been confused with parent engagement in the school. This may mean that PICL outside of school does not receive sufficient support and that parents who find attendance at school difficult or undesirable, may be inadvertently excluded from opportunities to collaborate with school staff. While parent involvement in school can be a stepping-stone to PICL more generally (Education Endowment Foundation (EEF, 2018), it has been found to be an extremely weak predictor of school achievement compared with home-based PI (Powell et al., 2012; Puccioni et al., 2020). Home-based PICL is also negatively associated with inattention, hyperactivity and behaviour problems, whereas research has found that parent involvement in school is unrelated to these things (Froiland & Davison, 2016; Puccioni et al., 2020). Sylva et al. (2004) argue that learning in the home is a vital part of parental engagement. The findings suggest that professionals should have, as their ultimate goal, how to involve parents in home-based PICL rather than in school. This is not to suggest that PICL is the sole responsibility of parents. As Epstein & Sheldon (2016) argue, "a strong agreement among educators, parents, and policy leaders that education is a shared responsibility of home, school, and community" (p216), is crucial to support CYP.

This study adopts the term parent involvement/help with children's learning in its title and in the documents for participants. This phrase is used to make clear the importance of parent 'help' (whether providing resources, praise, guidance or simply a supportive presence for example) rather than simple involvement (taking part) in learning, for PI to benefit CYP. Parent involvement which does not 'help' is assumed to either make no difference or be detrimental to CYP e.g., it could result in anxiety or disengagement from learning.

There is not one universally accepted definition of learning (Schunk, 2020). This research adopts the definition provided by Schunk (2020) which he claims incorporates the key elements that the majority of educational professionals consider central to learning: "Learning is an enduring change in behaviour, or in the capacity to behaviour in a given fashion, which results from practice or other forms of experience" (p.3). This definition seems relevant to PICL in that it acknowledges all the ways in which children can change through parent involvement in their learning. For example, children can change as they learn more academic skills e.g. as parents support understanding of the world in myriad

ways, in their beliefs about their relationship with their parents/carers e.g. as parents demonstrate that they want to offer support, in their self-efficacy as they grow in their belief that they can change, and in their, social and emotional skills as they learn that they can develop their emotional regulation and friendship skills.

Schunk's notion of *capacity to change* seems relevant to PICL in that parents can support children's learning in ways that may not always have immediate observable effects; for example an 8 year old may be told about their parent's childhood living on a farm and only as an adult make career choices based on what they learnt from their parent about farming. Although there is no agreement in the literature on how long learning needs to be retained for in order for it to be considered learning (Schunk2020), this study assumes that, given the research evidence discussed below, PICL can enable learning that lasts long enough to be of value to children. The notion that learning occurs through experience, also has relevance to the current study in that parents can influence children's access to experience either by what they provide in the home or the extent to which they facilitate or permit their child to experience e.g., school and community events (Barger, 2019).

#### *Parent involvement inside and outside of school*

Parent involvement in school might involve parents attending meetings and events at school. PI outside of school might involve talking to children about school, encouraging them in their learning verbally and through the provision of a stimulating home environment and experiences (Barger et al., 2019). Other examples of learning in the home include family discussions, using maths while shopping and family activities regarding culture and values (Jackson & Remillard, 2005; Martinez & Velazquez, 2000; Snell et al., 2009). A third aspect of PI outside of school is academic socialisation which involves parents' hopes and expectations about their child's education (Benner et al., 2016).

#### **The challenges of PI research and its limitations**

PI research includes research focused on parent involvement in school and PICL more generally; this literature review will consider both of these areas of PI. Before exploring PI research in more detail, it is important to note the recognised challenges of PI research, and its limitations (Erion, 2006). The parental engagement literature has historically included few reliable and robust studies and lacked randomised controlled

trials, longitudinal data collection and analysis and large cohorts (Manz et al., 2010). Baker & Soden (1998) state that a lack of scientific rigour in PI research has resulted in confusion about the activities, goals, and desired outcomes of PI programmes and policies. They further argue that PI research has lacked experimental designs with the result that variables other than PI cannot be ruled out as influences on CYP. The research has lacked consistent use of PI definitions (thereby making comparisons between studies difficult) and has also been used to support the idea that any kind of PI is helpful, despite the reality being more nuanced. Arguably more recent research has addressed the criticisms of earlier research (see Barger, 2019). However, a critical assessment of PI research clearly remains necessary in order to apply it meaningfully.

PI research has explored many child, parent, family, school and community related variables. The purpose of this literature review is to explore what the literature has to say that may inform support for PICL, explain the views of parents, teachers and EPs presented in the current study, and provide a rationale for the current research. Therefore, there is not scope for an in-depth critique of individual studies concerned with PI and outcomes for CYP, despite their relevance.

### **PI and outcomes for CYP**

Although a careful critique of PI research is warranted, PI has been recognised as having a positive effect on CYP's learning and behaviour (DfE, 2011; Goodall & Ghent, 2014). Meta-analyses suggest that PI has a moderate effect on achievement (Fan & Chen, 2001). This suggests that PI is not the only variable influencing achievement and arguably support for CYP's achievement requires a multi-faceted approach. Strand (2008) found that better than expected outcomes at key stage three were experienced by children who rarely argued with their parents, had home tuition and a home computer and whose parents were involved with school activities. However, arguably one of these variables or one not measured in Strand's study, may have made the difference to achievement for the children and some variables measured.

PI has been found to increase children's self-esteem, their motivation and involvement with learning, and improved outcomes in learning (DfE, 2011; Fan & Williams, 2010; Fan et al., 2011; Joe & Davis, 2009; Kennedy, 2009; Kim, 2009; Lopez & Donovan, 2009). PI has been found to be influential in avoiding negative long-term outcomes for children with serious academic and behaviour difficulties (Wagner et al., 2005). Furthermore, PI has also been associated with better social skills in CYP (McWayne et al., 2004).

As discussed earlier, research has found that it is PICL in the home and the attitude towards learning in the home rather than involvement in school-based activities that has the most impact on CYP's achievement (Desforges & Abouchaar, 2003; DfE, 2011; Jeynes, 2007). Froiland (2020) writes that "optimal parent involvement is crucial for promoting motivation to learn, academic engagement, psychological health, and learning among children" (p.2). The significance of 'optimal' rather than any kind of parent involvement is apparent from research on PI with homework. PI monitoring of homework has been found to be negatively associated with CYP's achievement, whereas supporting autonomy in homework is positively associated with achievement (Cooper et al., 2000). This highlights the need for parents and professionals to be informed about research findings so that PICL can occur in a way that benefits CYP (Froiland, 2020). The importance of controlling for variables not being measured in PI research and bringing a critical eye to it, is apparent in the fact that arguably children who need less support for homework may be children who are high achievers, independent of PI.

#### *Why is PI associated with positive outcomes for CYP?*

There are numerous explanations for why PI may benefit CYP. Pelletier & Brent (2002) state that "as the child's first and most important teachers, parents provide the experiences that promote life skills, abilities, and attitudes that underlie school success" (p.47). Paro and Pianta (2000) argue that this factor, and the negative outcomes associated with a lack of school readiness in preschool children, mean that support for children's pre-school environment so as to improve school readiness for children and parents, is "crucial for societal success" (p.46). The idea that PI matters not only for children but for parents and society, echoes the Bioecological model of human development which illustrates the mutual interrelation of all the systems surrounding a child (Bronfenbrenner & Morris, 2006).

Barger et al. (2019) echoes the argument of Pelletier and Brent (2002), stating that parent involvement in school can link parents to support, information and resources to support learning. PI has been found to support CYP's overall development (Pomerantz et al., 2012) and enhance their cognitive skills (Rowe et al., 2016); these things may have long-term benefits for CYP e.g. their ability to access learning and to problem-solve social and emotional problems. Studies have addressed the fact that another aspect of parenting may explain associations between positive outcomes and PI, rather than PI itself. They have found that this association is not explained by socioeconomic factors (Jeynes, 2007), parents autonomy support practices (Cheung & Pomerantz, 2011),

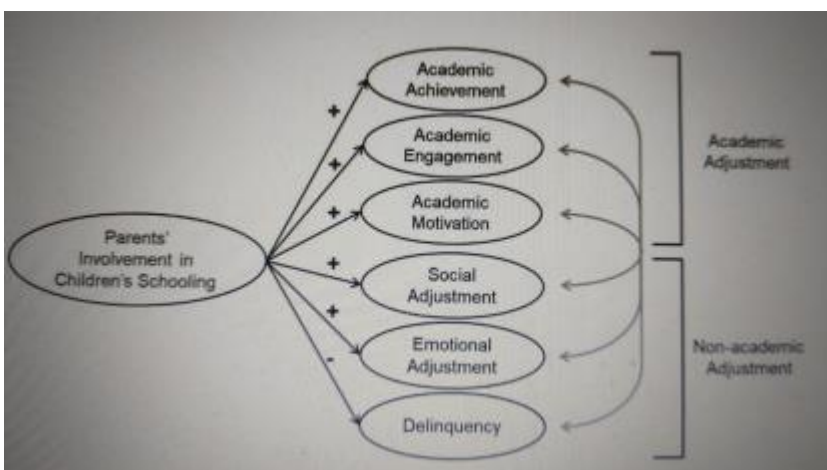
provision of structure and warmth (Deslandes, et al., 1998) nor children's earlier achievement (Grolnick et al., 2000). That is not to say that these things cannot influence PI, but that PI in and of itself has a positive effect on CYP.

PI outside of school can provide opportunities for rehearsing school learning (Sénéchal & LeFevre, 2002). Motivation, engagement, valuing of school and positive attitudes towards school (factors known to support achievement) can be supported through PI (Cheung & Pomerantz, 2015; Grolnick & Slowiaczek, 1994). PI may increase feelings of competence as children have access to more learning opportunities and modelling of problem solving (Hong & Ho, 2005) (Grolnick & Slowiaczek, 1994). PI can also support children's social development (Pomerantz et al., 2012) through consistency of messages about appropriate behaviour from school and home (Hill & Taylor, 2004).

PI may enable children to feel cared for (Grolnick & Slowiaczek, 1994) and so improve attachment relationships (Bergin & Bergin, 2009). Benefits to self-esteem may reduce mental health issues (Wang & Sheikh-Khalil, 2014) and externalising behaviour (Donnellan et al., 2005). Examples of how PI may be linked directly or indirectly to immediate benefits for CYP illustrate how it may also be linked to longer-term benefits. Figure 1 shows how parent involvement in school was found to predict children's academic and non-academic adjustment through reinforcing pathways over time (Barger, et al., 2019, p.860).

**Figure 1**

*Parents' involvement in children's schooling predicts children's academic and non-academic adjustment. Multiple dimensions of children's adjustment are assumed to reinforce one another over time.*



*Note.* The grey pathways provide examples of the reinforcement processes.

## **Why is PI relevant to parents, teachers and EPs?**

In response to PI research findings, numerous governments and education related bodies have commissioned reports which advocate for the need for schools to work towards PI (DfE, 2011; EEF, 2018; WG, 2017). The role of schools in supporting PI to help children from disadvantaged backgrounds has also been recognised (WG, 2014; 2015).

Research and educational rhetoric suggest that PI is of relevance to anyone with an interest in supporting positive outcomes for CYP. The role of parents in scaffolding their children's learning has long been acknowledged (Vygotsky, 1978). Barger et al. (2019) argue that because parents determine children's access to resources (e.g., books, digital devices, adult guidance) "parents may play a critical role in facilitating or undermining the learning that takes place among children in the classroom" (p.855). On reviewing the research base, Goodall (2013) states that "parental engagement is one of the largest levers for children's achievement" (p.136). Considering the purpose of their professions, teachers and EPs arguably also have key roles to play in supporting CYP's short and long-term outcomes in the areas that PI has been found to enable (Biesta, 2009; WG, 2016).

Consequently, it follows that parents, teachers and EPs need to understand the potential benefits and enablers of PI and what role they could play in it. However, there is variation in PI among parents (NCSL, 2011) and variation in support for PI among professionals (Epstein et al., 2019). Research seeking to understand the reasons for this variation has revealed variation in parents', teachers' and EPs' beliefs, willingness, behaviour and barriers relating to PI and supporting it. Before these are considered, a consideration will be given to theories relevant to PICL.

### **Relevant theories**

Theories and models relating to PI (Epstein, 2006; Froiland, 2020) and PICL (Goodall, 2013), illustrate possible pathways for PI and some indication of what can enable the use of these pathways (for example one framework notes that PI can be supported through parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2006)). In addition, Froiland (2020) argues that factors such as beliefs, expectations, and autonomy and relatedness needs have to be addressed to enable PI. However, these models do not appear to provide a

comprehensive framework regarding what needs to occur among all stakeholders and at all levels, so that these factors can be addressed and pathways of PI embraced.

Theories and models regarding behaviour change and beliefs conducive to it, can offer a way of thinking about what needs to occur to enable all stakeholders to make changes in relation to PICL. The theory of planned behaviour (Ajzen, 1991) posits that actual behaviour requires intentional behaviour which is determined by individual's attitudes, beliefs, subjective norms and perceived controls. This theory is backed by research (Alt & Lieberman, 2010). When applied to the behaviours of PICL and provision of support for PICL (e.g., Bracke & Corts, 2012), the theory indicates the need to address attitudes and beliefs about whether PICL matters and whether individuals can make a positive difference in this area, subjective norms about whether it is the 'done thing' (socially acceptable or their role) to do PICL/support it, and the degree to which individuals think they have control over how much they engage in PICL/ PICL support, as this may influence their intentions in doing so. Limitations of this theory include the absence of attention to impulsivity, habit, self-control, associative learning and emotional processing (West, 2006) and the fact that little attention is given to the physical barriers to a behaviour that exist, even where one thinks one have control over them and has the intention to do something.

The notion of self-efficacy features in some of the literature regarding PI and is defined as 'beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments' (Bandura, 1997, p.3). Bandura (1997) proposed that self-efficacy is determined by mastery experiences (experience of success or failure in a situation), vicarious experience (observing how others succeed or fail), verbal persuasion (feedback from others) and psychological and affective state (feeling negative can lead to negative judgement of capability). Research has found that mastery experiences are the most powerful in shaping self-efficacy (Usher & Pajares, 2008), and Bandura (1997) argues that vicarious experience is the next most influential. Research supports the idea that self-efficacy influences behaviour (Garcia, 2004; Pang and Watkins, 2000). However, on its own, it cannot explain behaviour because it does not incorporate unexpected barriers to behaviour outside the control of individuals e.g., an eviction notice. The relevance of self-efficacy theory and the theory of planned behaviour, to PI, is apparent in the following literature.

## **Parents and PI**

### *Parents' beliefs and feelings about themselves, school and PI*

In their model of parent involvement, Hoover-Dempsey & Sandler (1997, 2002) perceive the biggest influencers of PI to be parents' motivational beliefs about whether they have a role in education, their self-efficacy (belief that they can act in ways that can positively influence their child's achievement (Hoover-Dempsey et al., 1992), and how much the school and children appear to welcome and value it e.g., perceptions of specific invites to be involved. There has been some support for this model, for example role construction, efficacy, and perceptions of teacher invitations have been found to account for 35% of the variance in parent-involvement (Reed et al., 2000). However, this suggests that other factors account for a greater proportion of the variance in PI. Hourii et al. (2019) found that parent engagement and home-school relationships were supported through teacher communication to parents highlighting their child's positive traits and high expectations for their future.

Similarly, Bandura (1997) argues that parents with high self-efficacy promote academic, self-regulatory and social self-efficacy in their children. Parent beliefs have been found to promote PI and predict student achievement, self-regulatory skills, and social emotional competence (Puccioni et al., 2019). Furthermore, there is evidence that CYP's greater achievement and self-regulation is predicted by parents believing that education and self-regulation are important (Puccioni et al., 2020). Parents who see themselves as more effective, have been found to rate themselves higher for PI (Pelletier & Brent, 2002) and demonstrate a range of characteristics related to positive outcomes for CYP; whereas parents with low self-efficacy, have been found to demonstrate characteristics related to negative outcomes for CYP (Coleman & Karraker, 2000). Additionally, parent involvement at home and school has also been linked to self-efficacy (Hoover-Dempsey et al., 1992). It is important to note that both self-efficacy and PI tend to be assessed through self-report which may not reflect fluctuations in self-efficacy and PI over time and parents' ratings may be biased by how they think they should rate themselves.

Parent expectations and beliefs have been found to predict PICL in early childhood (Puccioni et al., 2019). Long-term parental expectations that CYP will become highly educated, predict CYP's academic success, intrinsic motivation to learn, and engagement as well as CYP's expectations about themselves (as long as parental expectations are not conveyed in a controlling way (Froiland & Davison, 2016). This suggests that parental beliefs may not only influence outcomes for CYP through PI, but also through their effect on CYP's beliefs. It also highlights the importance of sharing the detail of what kind of PI positively impacts CYP with parents, e.g., that expectations are only helpful if they are not controlling.



Research has found that 73% of parents want to be more involved in their children's education even if they rate themselves as currently uninvolved (Peters et al., 2007). Parents have been found to believe that they can make a difference through being involved with children's homework (Hoover-Dempsey et al., 2001). This suggests that parents being uninvolved in their children's learning, should not be taken as a lack of desire to be involved. Also, that parents may benefit from support to ensure they know how to best support CYP in the areas they believe they can make a difference as parents, considering they already have some self-efficacy in these areas.

Research suggests that not all parents are involved in helping their children with literacy and numeracy; a survey of parents in Wales found that 54% of parents helped their child every day with letters, reading or writing and 39% of parents helped their child every day with maths or numbers (National Survey for Wales, 2018). However, PICL may be occurring in other areas of learning. Only 60% of primary school parents and 28% of secondary school parents surveyed report that their school involves fathers and mothers equally in learning (Estyn, 2018). This suggests that some parents may welcome support to become more involved but that schools may need to consider how they can involve parents more equitably.

At the same time, it may be important to consider how perceptions of social norms influence PICL. Bracke & Corts (2012) applied the theory of planned behaviour to evaluate the impact of its components on PI in a local school district. They found that parents categorised as 'involved' and those 'not involved' only differed significantly in the area of subjective norms (parents not involved were more likely to think that their friends and neighbours were not involved). The authors concluded that interventions that seek to promote PICL as a normative behaviour may enable PICL. This may be difficult if PICL is not a normative behaviour in some communities.

Estyn (2018) found that parents want to be consulted by schools, although some (particularly those from lower socio-economic groups) lack confidence to involve themselves in school. Indeed, the National Survey for Wales (2018) which found that the proportion of parents who felt very confident in their ability to help their child with English reading was 77%, with Welsh reading, 16% and with maths, 61%, which suggests that (particularly in some subject areas), a proportion of parents lack confidence in PI. This may be explained by findings that learners from disadvantaged backgrounds are more likely to have parents who are not involved in their education and who have a negative perception and experience of schooling (Estyn, 2009). Furthermore, parents with lower qualifications have been found to feel less confident in PI (Manz et al., 2004). Some parents have been found to believe that teachers look down on them for not being as successful as them (Leitch & Tangri, 1988). Feeling judged can result in parents being

less likely to engage with services (McKay et al., 2003), and this may mean that parents who feel less successful than teachers may feel judged about PI and be deterred from engaging with related services e.g., school that could enable PI.

Conversely, parents with higher SES have been found to have higher educational expectations for their children, supply an environment that supports achievement; their children are more likely to achieve in school (Hughes et al., 2013; Piquart, 2016). Sylva (2014) suggests that rather than lacking aspiration, poorer families lack of sufficient knowledge of how to make those aspirations a reality. It may be that studies measuring parent expectation are not adequately accounting for the fact that parents can aspire to great things for their children but not expect that their family's resources can enable this. This suggests that care should be taken to not assume lower expectation equates to lower aspiration.

Piquart & Ebeling (2020) controlled for prior achievement and SES and found a small to moderate association between parental expectation and achievement although this varied according to child and parent characteristics. Parental action to facilitate achievement was a weaker mediator. Piquart & Ebeling (2020) conclude that parents can best influence achievement through communicating positive expectations and encouraging academic involvement as these are more effective than parental active academic involvement (e.g., checking homework and communication with school staff).

Parent involvement in school may also be influenced by cultural beliefs and other beliefs about teachers. For example, in Mexican culture, questioning teachers may be seen as disrespectful (Roybal & Garcia, 2004b) and discussing problems with strangers may not be the norm (Tinkler, 2002). Despite evidence for cultural differences in beliefs related to PI, the importance of not assuming that cultural, racial or ethnicity differences explain variation in beliefs about PI, is highlighted in research by Puccioni et al. (2019). They found that race/ethnicity explained only 1% of the variation in parent beliefs, with African Americans rating school readiness as more important than European American parents, when controlling for SES. Latino, African American, and European American parents have been found to have equally high expectations regarding CYP's educational achievement (Froiland & Davison, 2014).

Considering some parents' beliefs about themselves, school or PI, parents who may be most in need of support to participate in PI, may be less likely to share any concerns with school staff or ask for help. Kemp et al. (2014) note that, in child welfare services, the economic and racial marginalisation of many vulnerable families can complicate their relationship with professionals, mask their capabilities and cause disengagement from

services. This may also apply to PI; some families may fear that PI with school makes them more at risk of being scrutinised by agencies, such as immigration and social services. For example, parents' immigration status may affect their confidence in being involved in school (Zarate, 2007).

Griffith (1996) has suggested that parents' perception of school teaching as inadequate may increase the likelihood of PI. Indeed, one study found that PI for children with additional learning needs (ALN) depended on the child's progress in that it increased with increases in child difficulty or parent perception that school were not meeting their child's needs (Rodriguez et al., 2014). In a survey of parents in the UK, only 34% of those with children with ALN strongly agreed that their child was happy at school compared with 41% of other parents (Parentkind, 2020a). This may mean that parents of children with ALN are less likely to rate children's academic achievement as very important because they are concerned about their child's wellbeing. They may also be more likely to increase their involvement due to wellbeing concerns. These findings highlight that parent beliefs and willingness regarding PI may be influenced by individual differences in parents and children and that explanations for PI are complex. While this may be the case for all children, the sometimes complex ALN of some CYP may require PICL and PICL support that is particularly sensitive and bespoke, if it is to be helpful.

Specific groups of parents demonstrate less involvement in their children's school and learning (NCSL, 2011). This may cause some professionals to assume that parents from those groups are less willing to participate in PI or PICL, when it may be that parents are willing but face more barriers in doing so.

### *Parents' knowledge and skills*

Hoover-Dempsey & Sandler (1997) thought that the way in which parents become involved in their children's education was partly determined by parent knowledge and skills. This may explain parents' beliefs discussed above. One study has found that low-income parents aspire to their children's school success but may struggle to understand school policies, procedures, expectations, and how to help their children (Christenson, 1995). Furthermore, a study found that parents (particularly those who were not educated in the same country as their children), may lack knowledge of their child's school curriculum and systems, sufficient skills in the main language used by the school and so have barriers to accessing information provided by school (Zarate, 2007). Schneider & Arnot (2018) found that migrant parents in their study showed a substantial lack of knowledge and understanding about their children's schooling. Therefore, the efforts of school staff to enable opportunities for PI (such as through providing

information in minority languages and using communication methods that parents can access) may increase the ability of parents to access PI support from school (Zarate, 2007).

Drawing from ecological perspectives of development (Bronfenbrenner & Morris, 2006; Magnusson & Stattin, 1998), the case has also been made that the sociocultural context in which families reside shapes the effectiveness of parents' involvement in children's schooling. Cultural and social capital are concerned with the ability of individuals to operate in a dominant culture (Goodall, 2013). It has been argued that what schools think of as parental engagement often reflects a white middle class definition and so parents who are not in this group may exhibit parental engagement in ways that are not recognised by schools (Hoover-Dempsey et al., 2002). Furthermore, parents' funds of knowledge (the knowledge they bring to school, Moll et al., 1992) may not be recognised or utilised due to cultural differences between home and school. Goodall (2013) argues that it is important that school staff do not assume that parents are similar to them or that there is only one way of being a 'good parent'.

#### *Parents' perceived life context*

Hoover-Dempsey & Sandler (1997) argue that parents' perceived life context (the extent of time and energy required for other responsibilities) is another factor in determining whether parents are involved in their children's education and there is evidence to suggest that the circumstances of individual families may affect PI. Parents from disadvantaged backgrounds and who have children with the greatest levels of additional needs, have been found to have lower levels of PI (El Nokali, et al., 2010). This has been hypothesised as due to low parent self-efficacy (believing they can make a difference) on account of the children's difficulties (Deslandes et al., 1999). This idea is supported by findings that parents of children with additional needs found helping with their child's schoolwork difficult (Rodriguez et al., 2014). However, in the same study parents also expressed variation in their trust of school which might also explain lower PI. Furthermore, parents' perceived and actual quality of interaction with their children regarding PI may influence PI considering that such interactions can be stressful (Ansberry, 2019). The nature of a child's disability may also influence levels of PI (Bennett and Hay, 2007; Benson et al., 2008).

As with all parents, there is variation among parents from specific groups and there are no doubt parents from disadvantaged backgrounds or with children with ALN who give more time to PICL, either because of their personal beliefs about the role of parents or about PICL, or because they feel their children require it. PICL outside of school may not

be visible to school staff, but may be just as effective for CYP, if not more so, than parent involvement in school.

Pupils eligible for free school meals (FSM) have been found to be less likely to have parents involved in their schooling (Juang & Silbereisen, 2002). It may be that poverty and having children with additional needs are barriers to PI in that parents may have other priorities. Alternatively, low levels of parent involvement in school may have no bearing on levels of PICL at home. Interestingly, research into PI regarding children's homework suggests that parents in poorer families offer less support for children's autonomy and more interference with homework (Cooper, et al., 2000). This suggests poverty may influence the nature of PICL rather than the amount.

#### *Parents' ethnic and cultural background*

Low levels of PI have been found among families who are from BAME backgrounds (Park et al., 1994). However, Anderson & Minke (2007) found that the parents they surveyed (93.1% of whom were from minority ethnic backgrounds) reported considerably more PI, at home than at school and stress that school staff may not be aware of home-based PI meaning that some groups are reported as having low levels of PI because their PICL is not recognised (Jackson & Remillard, 2005; Lawson, 2003). Similarly, Crozier & Davies (2007) found that parents of Bangladeshi heritage had a strong influence on their children's regard for education and aspirations and yet their low level of involvement in school meant that teachers were unaware of it. It could also be argued that teachers were unaware because they had low levels of involvement with the parents. This raises questions as to what degree the involvement of parents in their children's learning is the responsibility of parents and school staff. Parents of English as an Additional Language (EAL) children have reported inflexible work schedules and low levels of English as barriers to attendance at parent evenings and helping with homework (Schneider & Arnot, 2018) suggesting resources and skills rather than aspiration are barriers to PI.

#### *Parents' childcare and transport needs and time.*

Childcare, transport and time have been found to be barriers to PI (Gettinger & Guetschow, 1998; Lopez, 2001; Ramirez, 2001; Smrekar & Cohen-Vogel, 2001). Estyn (2018) reported that time is the main barrier to parents supporting their children at home. The barrier of time may explain why having fewer children has been found to make PI more likely (Booth & Dunn, 2013) and being a single parent is associated with less involvement with homework (Amato & Fowler, 2002; Astone & McLanahan, 1991).

Furthermore, Mendez (2010) found that 98% of low SES African American families were interested in PI workshops. These families reported transportation issues, night classes and their work schedule as barriers to participation. Likewise, Schneider & Arnot (2018) found that, for parents of EAL students, knowing how their children were doing in school was 'very important' for a high proportion of the parents they surveyed. Furthermore, they also found that a lack of parental help with homework did not mean that parents were less interested in their children's education but rather that work commitments made it difficult. These findings suggest that professionals should not assume that low PI reflects parent negative beliefs or lack of willingness regarding PI. Furthermore, parents who are heavily involved in school activities do not necessarily demonstrate more PICL than parents who are never involved in school (Crosnoe, 2001; Kim, 2009; Turney & Kao, 2009).

An inflexible work schedule has been found to be a barrier to PI among low-SES families (Lee & Bowen, 2006). Similarly, Lareau (1989) found that it can be easier for middle-class parents to access transport and time off work to attend school and so they may be assumed to value PI more than working-class parents. Work constraints may make it difficult for some parents to benefit from the support that parent involvement in school (e.g., an informal discussion with a teacher about ways to support reading) may offer to PICL (more confident and skilled support of children's reading in the home).

Considering the barriers to PI, it has been argued that parents' resources and home-based PI should be considered when attempting to support PI (Anderson & Minke, 2007). Teacher invitations aimed at involving parents in school have been found to mediate the relationship between parental resources and PI. It has therefore, been suggested that parents may find ways to overcome any resource barriers if specifically invited by teachers (Anderson & Minke, 2007). Similarly, Hoover-Dempsey & Sandler's model (1997) suggests that if parents value their role in education and have high self-efficacy in that area, they could overcome barriers to PI. Arguably the ability of parents overcome barriers would depend on their individual circumstances and so it may be too simplistic to say that teacher invitations, valuing their role in education and having high self-efficacy are enough to enable PI of all parents.

Although the findings of some studies of parents and PI may not be generalisable outside of their sample, overall, the research regarding parents and PI suggests that their beliefs and behaviours can make more of a difference to outcomes for children than their SES, race or ethnicity.

## Teachers and PI

Many of the findings regarding teachers and PI involve small sample sizes at a specific time and so do not necessarily reflect the views and behaviour of teachers outside of the schools or time period in which the data was gathered. Some larger research studies have sought the views of school leaders and so do not include the views of teachers without leadership responsibilities (Estyn, 2018).

### *Teacher beliefs about parents, PI, and teachers' role in supporting PI.*

Teacher interaction with parents can affect how willing, able and motivated parents are to be involved in education (Herman et al., 2012). Furthermore, teacher perceptions of PI have been found to be strong predictors of children's outcomes when controlling for other characteristics (Bakker et al., 2007; Barnard, 2004). A survey of teachers in England found that 98% of teachers believed that parental engagement has a positive impact on their school (PTA UK, 2017). In Wales, Estyn (2018) found that nearly all schools interviewed acknowledge that parent engagement benefits learning.

However, one research study found that although 61% strongly agreed that PI was important for a good high school, only 39% of teachers believed that PI could increase students' success, whilst just 7% strongly agreed that their school viewed parents as important partners and only 4% thought that parents and community gave strong support to PI (Ramirez, 2000). This suggests the existence of differences between how important teachers think PI is, understanding of why, and how those factors play out in the whole school ethos and the level of PI support parents and community are perceived to give. It may be that negative perceptions by teachers of parent and community support moderate any effect of teachers valuing PI on views about the importance of parents as partners. The reverse may also be true, with parents and community giving less support to PI if they perceive that school does not view them as important partners. Alternatively, other barriers to PI may explain teacher perception.

Teachers have been found to blame parents and their attitudes towards the school for the barriers to PI, which may result in parents not wanting to engage (Leitch & Tangri, 1988). Furthermore, teacher beliefs about how committed and interested parents are in their children's education can affect how they interact with parents (McDermott & Rothenberg, 2000). Yet there is evidence that teacher beliefs regarding parents may not always be accurate. For example, Schneider & Arnot (2018) found that teachers were unaware that migrant parents lacked knowledge and understanding regarding their

children's schooling, were unaware that migrant families often have particularly challenging employment barriers to engagement, and made a variety of assumptions about parents. Furthermore, they used attendance at parents' evenings to define parental engagement (which was often assumed to be lower than actual attendance), overlooking other forms of home or school involvement. A survey of headteachers found that the majority thought parents experienced their schools as welcoming, whereas parents were far less likely to agree (Reparaz & Sotes-Elizalde, 2019). These findings suggest that communication between parents and teachers may not always be effective in sharing views accurately.

The extent to which teachers think that teaching should involve collaboration, or be the responsibility of individual teachers, may also influence views about PI (Epstein & Sanders, 2009). Indeed, teachers have expressed beliefs that parents should assume a passive role in education, considering that teachers are professionals (Baker, 2001; Landeros, 2011). Ramirez (2000) also found that teachers believed that parents, not teachers, were responsible for PI. Ramirez noted that this could be problematic if parents lacked knowledge or abilities regarding how to 'do' PI e.g., due to illiteracy, work or childcare commitments or anxiety about entering the school.

It has also been argued that teachers may be suspicious about PI in school and teachers are reluctant to share their power in the classroom (Khan, 1996). Similarly, although teachers believe that PI can enable pupil performance, some have been found to think that PI can undermine teachers' autonomy in professional decision making and risk damaging the relationship between parents and pupils (Bæck, 2010; Llamas & Tuazon, 2016). These beliefs may explain why teachers can perceive too much contact with the school as intrusive (Herman & Reinke, 2017). However, low contact, but a good parent/teacher relationship, has been associated with the best pupil outcomes, in contrast with low contact and a poorer relationship (Stormont et al., 2013). Teacher workload has been cited as a barrier to teacher willingness to share their professional autonomy and it may be that some teachers prefer less contact with parents if finding time for this seems difficult (Epstein, 2001).

Similarly, in another study, low contact with school did not predict teacher's negative rating of their relationship with parents or negative outcomes for pupils (Herman & Reinke, 2017). Considering the characteristics of students in the low contact group, Herman & Reinke (2017) concluded that racial or socio-economic differences between teachers and parents, and the extent to which teachers attribute behaviour and academic difficulties as due to the parents, were more likely to explain teacher's ratings. The extent to which teachers feel parents' goals and values align with their own can determine



relationship quality (Miller-Johnson & Maumary-Gremaud, 1995) and so may explain how quality relationships may be harder to form where parents and teachers perceive themselves to differ in certain goals (even if they do not). These findings suggest that schools should be concerned with supporting parents and teachers to develop shared understanding of each other's beliefs and agreement regarding each other's roles and, to facilitate constructive working relationships, particularly where parents and teachers have racial or socio-economic differences.

Positive teacher perception of PI may mediate the effects of student characteristics on educational outcomes by positively influencing the teacher and student relationship so that students better engage, and so achieve more (Hughes & Kwok, 2007; Sheridan & Kwon, 2012; Wyrick & Rudasill, 2009). These findings suggest that pupil outcomes could be improved through enhancing teacher views about parents, as this may benefit teacher-pupil relationships, and so pupil engagement (Herman & Reinke, 2017).

*Teacher self-efficacy, school climate, leadership and PI.*

Teacher self-efficacy has been defined as teacher belief that they can make a difference to children's learning (Ashton & Webb, 1986). A positive association has been found between teacher self-efficacy and the amount of family involvement in both school activities, homework, and home-based learning (Swick & McKnight, 1989; Hoover-Dempsey et al., 1992). Furthermore, teachers who believe that they make a difference, have been found to perceive families more positively than teachers who have lower efficacy beliefs (Caprara et al., 2003). Teacher self-efficacy beliefs in the domain of involving families have been found to have a stronger association with teacher efforts to involve parents in their children's school and learning, and maintaining communication, than teachers' general self-efficacy beliefs (Garcia, 2004; Pang & Watkins, 2000). This suggests that PI may be supported by supporting teacher self-efficacy, particularly in respect of PI.

Ramirez (2000) found that just 5% of teachers thought that they had the time to involve parents, whilst 95% stated that time and money were major barriers to their promotion of PI in their school. This may explain why 95% of the high school teachers in this study were unwilling to undertake in-service training to increase PI. Teachers in this study thought that home-based PI was the most appropriate, considering the lack of time for PI work by teachers (some teachers even expressing anxiety about including parents in school). This may be understood through the findings of Katz & Bauch (2001), in which many teachers described learning about PI through trial and error, and reported that

negative first experiences of PI subsequently affected their ongoing approach to parents and PI.

The EEF (2018) report that less than 10% of teachers have had training in parent engagement. Indeed, teachers have expressed lacking confidence in their ability to successfully involve parents and believe they will be judged or treated badly by parents (Baker, 2001; Smit et al., 2008). Furthermore, teachers have reported that dealing with parents is the most demanding and burdensome part of their role (Landeros, 2011). In addition, few schools felt able to rely on support or advice from their regional consortia's school improvement service, regarding parent engagement (Estyn, 2018).

School climate has been found to affect teachers' personal evaluations of competence and subsequently their approaches to instruction and family involvement (Caprara et al., 2003; Epstein, 1982; Hoy & Woolfolk, 1993; Newman, Rutter & Smith, 1989). However, there is evidence that school leaders can assume that teachers know how to work with parents effectively, and few have a plan for how they should do so (Axford et al., 2019).

Hoy & Woolfolk (1993) demonstrated that principal leadership was the sole school climate variable which predicted teachers' perceptions of their personal teaching self-efficacy. Focusing on principal leadership as a primary aspect of school climate, Pang & Watkins (2000) discovered that teachers' perceptions of principal support and approval was positively correlated with their perceived efficacy in working with parents and their actual communication practices; although this does not necessarily equate to a causal link. Similarly, Smith et al. (1997) demonstrated that teachers' perceptions of a positive and supportive school climate was a precursor for their efforts to involve families. Teachers who had favourable perceptions of the school climate were more likely to provide opportunities for families to become involved at school. Likewise, families increased their involvement in response to the opportunities provided by the teachers.

Frequent communication with parents may boost teachers' self-efficacy as well as PI. Ames, (1993) found that teachers who communicated frequently with parents, more often felt they could help struggling pupils and help all students make progress. These teachers provided parents with weekly information about classroom learning activities (goals, curriculum, materials), information about their child's progress and advice on PI. The parents they communicated with experienced increased comfort with the school and were more likely to be involved with their children's learning.

Akin to research regarding parents, the research regarding teachers and PI suggests, that while believing PI is important, a teacher having high self-efficacy that they are able to participate successfully in it, may increase teacher willingness regarding supporting

PI. It is important to note that self-efficacy of itself, may not result in actual changes to behaviour if teachers lack time or other resources to support PI.

## **EPs and PI**

The idea that EPs need to work closely with parents, has been around since the earliest days of the profession when the infamous EP Cyril Burt stressed the need for EPs to fully understand the child's world. In 1964 Burt (as cited in Rushton, 2002) recommended that "every educational psychologist to start by actually living among his cases and with their families" (p.564). Conoley (1989) states that school psychologists "need to be family and school systems experts because to fail to know families and schools is to fail to know children" (p.556). 'School psychologist' is the professional title used in a number of countries to refer to what is known as an 'educational psychologist', in the UK. Working with parents has more recently been widely acknowledged as key to good practice (Dunsmuir et al., 2014).

Over 20 years ago, Graham-Clay (1999) proposed that "school psychologists are in a unique position to promote and enhance the potential partnership between school and home" (p.31). Christenson (1995) suggested that the role of the school psychologist regarding families and schools is "to clarify rights, roles, and responsibilities between educators and parents for children's learning and to ensure that each child has opportunity to learn in his total learning environment, that is home and school" (pp.129-130). Christenson (1995) suggested this may be achieved through sharing with parents, the curriculum of the home, and addressing family resource needs to strengthen the 'school' of the family. Christenson (1995) also recommended that school psychologists should disseminate information to parents and school staff regarding how parents can support learning and development, responding to parents' need for resources such as skills, time, etc and offering consultation and support to parents regarding education. Regarding collaboration, Olvera and Olvera (2012) argue that school psychologists can take a leadership role because they are trained to communicate and consult with all stakeholders.

In addition to these calls for EPs to concern themselves with the home and the school, the role of the EP has been described in a way that surely mandates it. The WG (2016) has described the role of the EP as to work with CYP to "support their development, well-being, resilience, learning and achievement" (p.2). Considering the benefits of PI for children in a range of domains (DfE, 2011), it could be argued that supporting PI (either

directly with parents or indirectly through work with teachers or whole-school approaches), is one way in which EPs can fulfil this role.

Estyn (2018) recommends that local authorities provide support for schools to develop their parent engagement strategies: arguably EPs could be an appropriate mechanism for this support. CYP differ in the extent to which they learn in the home the values, attitudes, skills and behaviours which prepare them for school (Sloane, 1991). Therefore, supporting home-based PICL may also be a way in which EPs can contribute to social justice through helping all CYP to be equipped for school (Froiland, 2020) and meet their ethical duties enabling all children to be supported to succeed in life (BPS 2018; HCPC, 2016).

Arguably, rather than the onus being on CYP to learn the values, attitudes, skills and behaviours for school, schools should equally meet CYP where they are and learn those of the home. However, considering that schools have a history of preparing CYP for the workplace and the expectations of society, and the fact that school cultures are arguably more homogenous than home cultures, expecting schools to fully learn the cultures of all children may be less pragmatic than supporting CYP to learn those of the school, which may support their success in society in the longer-term through developing their social capital (Goodall, 2013).

One way in which psychologists can do this is offered in the BEAR model of PI by Froiland (2020) who argues that it is “vital that school and educational psychologists champion the often-ignored psychological aspects of optimal parent involvement” (p.4). He defines these aspects as beliefs, expectations, and autonomy and relatedness needs.

Despite the recognition that “the evidence should be compelling for school psychologists” (Graham-Clay, 1999, p.32), the role of EPs in PI has received scant attention in policy (Estyn, 2018; EEF, 2018) and research (Froiland, 2020). This does not necessarily mean that EPs are not supporting PI, but that there is room for the evidence base to be developed to establish what barriers and enablers exist relating to EP PI support and how they can be either overcome or enhanced.

There is evidence that schools want school psychologists to provide more workshops for parents (Gilman & Gabriel, 2004). However, Froiland (2020) argues that promotion of PI is not a priority for many school psychologists because they do not feel sufficiently trained to do so). Furthermore, Christenson et al. (1997) found that when asked about the feasibility of implementing 33 parent empowerment and involvement activities, the school psychologists in their study thought that most of them were less than feasible to implement. In contrast, the parents surveyed wanted them to be offered and indicated

that they would use them. The perceived barriers to implementation were not reported in this study and neither were psychologists' views on whether the activities should be offered by schools at all (regardless of who implemented them).

Darter-lagos (2003) analysed the views of 36 school psychologists' regarding parent involvement and empowerment activities focused upon improving students' school success. The psychologists rated information dissemination and one-to-one meetings as activities they thought should and could be offered. However, they rated systems change and time-intensive programming as less important or feasible to offer. The author concluded that home-school collaboration would be best served by psychologists swapping traditional assessment and placement duties for prevention and intervention. Of course, this proposal is easier said than done, particularly in the context of psychologists' statutory duties. Time constraints and workloads have also been identified as barriers to their work with parents (Darter-lagos, 2003).

Kaleshi (2010) found that school psychologists surveyed in Albania are in favour of an active collaboration with parents and believe PI to be very important. Kaleshi argues that school psychologists have the skills and training to play a greater role, even a leadership role, in the implementation of parent empowerment, PI activities and home-school collaboration. This view stems from school psychologists training experience of using a systems approach and experience of working with families in need of support.

The idea that a paradigm shift will be needed for school psychologists to build closer links between the systems of home and school has been around for some time (Bartel, 1995; Prilleltensky & Nelson, 2000). Stoker (1992) argued that an entrenched power structure maintains the idea among some EPs that change in CYP can occur independent of the systems around them. McGuiggan (2021) suggests that the "political and legislative agendas" (p.11) experienced by local authorities and EPSs, also explain such beliefs, despite evidence that CYP are affected by others around them (Newland, 2014). The idea that statutory obligations are the reason for EPs' casework and local authority employment (Buck, 2015) may also explain why some EPs may find it hard to think more systemically. McGuiggan (2021) noted that, whether EPs viewed children as existing within their wider systems, or solely within education, was linked to how the individual EP worked with families. Furthermore, the EP's perception of whether they should work across the child's school and family systems or remain outside the family system, effected how they worked with families. How EPs 'locate' children, and perceive the social norms (Azjen, 1991) existing within their profession, may in turn affect the degree to which EPs support PICL.

Twenty years ago, Peake (1999) noted that EPSs had become the “school’s psychological service rather than services for children and families who use schools” (p.1). Peake observed that this had resulted in schools determining the EP work and there has been a call for educational psychology to move away from this approach to “claim its natural heartland of holistic services to children and young people across the settings of home, school and community” (MacKay, 2006, p.14).

Taking a systems perspective may be required to enable such a shift. Olvera & Olvera (2012) suggest that school psychologists undertake an ecological perspective and enable ethnic validity, to enable PI. This means “examining the student within the context of a complex interactive system” (p.82) and ensuring that professionals’ interactions with families are acceptable to families “with respect to their cultural/ethnic beliefs and value systems” (p.82). The implication of this is arguably that the views of parents need to be understood so that PI strategies can be informed through understanding these systems and beliefs. Peake (1999) suggests that EPs could achieve this through a proportion of their time being for parental referral and parent consultation groups.

WG (2016) describe the focus of EPs’ work as being to “support and develop the skills of others to identify need and promote inclusive approaches that help” (p.2). Working with schools and parents to identify need in the area of PI and promote inclusive approaches to help PI, is one way in which EPs can do this. Kelly & Gray, (2000) found that EP work on statutory cases was reduced in part by EP work which upskilled school staff; and EPs and schools have said they want EPs to have more time for preventative work (which supporting PICL arguably would be a part of).

Furthermore, Estyn (2018) recommends that LEAs should support schools to develop their PI strategies and EPs may be able to play a role in this work. The value of whole-school approaches, which may benefit all children in a school, has been recognised (Shute & Slee, 2016). EPs could work with school staff to support whole school approaches regarding PI. This approach may enable EPs to increase the benefits of their input to schools, children and families as more children may benefit from more universal provision than through individual casework. Early intervention and preventative work may also serve to reduce the number of individual case referrals to EPs, as parents and school staff become better equipped to support children’s learning optimally, before difficulties develop.

This idea echoes the aim of consultation as way of EPs assisting multiple children more efficiently, through discussions with the adults around them (Watkins and Wagner, 2000) and the challenges to this approach being embedded more fully in EP practice. Considering that consultation has been identified as requiring skills that are arguably

equally needed to support PICL (e.g., self-awareness, interpersonal skills, communication skills, intervention knowledge, problem-solving, process skills and cultural competence) (Guiney et al., 2014). Research relating to the barriers to the implementation of consultation may be relevant to PICL support.

Despite Consultation being a feature of EP training courses and the existence of research to support its efficacy (Sheridan et al., 1996), there is evidence that school psychologists spend more time on assessment than Consultation (Curtis et al., 2012), despite feeling willing and able to consult effectively (Guiney et al., 2014). This has been hypothesised as due to structural problems in the school psychologists' role, such as time constraints, school staff being reluctant to engage in consultation, and the focus on assessment (Meyers et al., 2009). School psychologists' self-efficacy for consultation has also been highlighted as a barrier to its implementation; more experienced psychologists rated themselves as significantly higher in Consultation self-efficacy than those with no Consultation experience (Guiney et al., 2014). These findings lend support for Bandura's (1997) notion that practice can enhance self-efficacy. It may be that the structural problems in the EP role that are barriers to EPs engaging in consultation, coupled with low self-efficacy due to limited experience, are equally barriers to EPs supporting PI.

*EP perceptions of efficacy and school climate in relation to partnerships with parents.*

Manz et al. (2009) have suggested that several factors may inform how best to enable school psychologists to collaborate with families. These include understanding the relationships between pre-service and in-service training and school psychologists' perceptions of self-efficacy, and the impact of those perceptions on their actual efforts to partner with families. For this reason, Manz et al. (2009) investigated the effect of school psychologists' perceptions of efficacy and school climate on the success of their collaborative relationships. They found that the success of psychologists' collaborative relationships was related to their professional efficacy and their perceived school climate for family involvement activities.

Manz et al. (2009) argue that research should consider how to enable school psychologists to develop skills relevant to PI. The research outcomes would be used to inform psychologists' training and professional development, so that their practice better supports PI to the benefit of children's outcomes. Manz et al. (2009) have suggested collegial support may be equally relevant to school psychologists' perceptions of personal efficacy.

The potential of EPs making a valuable contribution in this area has long been recognised. However, the limited research on the role of EPs in supporting PI, indicates that, as with parents and teachers, EPs beliefs about PI, school climate, their role, as well as time and other practical barriers to supporting it, may impact on their implementation of PI.

## **What supports PICL?**

### *The role of policy and legislation*

The UK offers schools non-statutory guidance regarding PI and communicating with families in their language (Estyn, 2018). In contrast, in the USA, there is a statutory requirement for schools, districts and the state to engage families (Epstein & Sheldon, 2016). Furthermore, federal law legislates that schools communicate with families in languages they comprehend (U.S. Department of Education, 2015). However, Epstein & Sheldon (2016) argue that “education policy is not an end in itself. In complex, multilevel systems, an official policy cannot be enacted without establishing a leadership structure, professional development, a budget, evaluations, incentives, and consequences” (p.215).

In the USA, this sentiment is addressed to some extent by the National Network of Partnership Schools which uses PI research to inform training, resources and evaluation tools for schools and parents. It also analyses and communicates the impact of these to continually develop PI partnerships (Epstein & Sheldon, 2016). This level of support for schools and families is currently lacking in the UK.

### *The value of parent, teacher and EP collaboration regarding PI*

Comer and Haynes (1991) write “Meaningful parent participation is essential for effective schooling...families and schools constitute important sources of influence on the psychoeducational development of children and the best results are achieved when these two institutions work together.” (p. 278). The use of the term ‘psychoeducational’ in this quote points to home school collaboration being valuable beyond academic achievement. Similarly, Dowling and Osbourne (1994) have referred to the development of a therapeutic strategy to support CYP, suggesting the need for collaboration that considers CYP holistically as presented by the bioecological model of human development (Bronfenbrenner & Morris, 2006).



Epstein and Sheldon (2016) posit that the emphasis of sociocultural and organisational learning theories on shared responsibilities for school improvement between schools and the wider educational authority is relevant to family and community engagement. For example, sociocultural learning theory presents the idea of a collaborative culture being created through good communication enabling sharing of ideas (Knapp 2008; Wenger 1998). Organisational learning theory notes the importance of leaders using evaluation data to identify and share good practice (Elmore 2004; Supovitz 2006). PI guidance for schools echoes the value of these concepts (Estyn, 2018).

Epstein's (1995) theory of overlapping spheres of influence asserts that children learn and develop in the home, school and community. Epstein argues therefore that collaboration between adults in all three environments and making home-school-community partnerships central to school organisation is needed in order to create a caring and learning community that transcends home and school. Through research, Epstein et al. (2009) have identified six types of PI that can benefit CYP and be supported through partnership programmes, namely parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

Indeed, evidence supports the value of a collaborative approach to PI involving focused teams within schools, active school leadership and education authority support for high quality family and community involvement programmes. This approach has been found to engage a diverse range of parents and benefit CYP's attendance, attainment and behaviour engage (Epstein & Sheldon, 2016; Hutchins & Sheldon 2013). Collaboration between school and home regarding PI has been found to enable good academic and mental health outcomes for CYP (Ackley & Cullen, 2010; Suarez-Orozco et al., 2010). Olvera and Olvera (2012) argue that school-based practitioners should liaise with community leaders, faith groups and cultural experts to enable collaboration that is inclusive and respectful of cultural, linguistic and religious differences between parents.

There is evidence that parents and teachers agree that PI has a positive effect on outcomes for CYP (Jeynes, 2005) and some evidence that they share understanding of barriers to PI. (Gettinger, & Waters Guetschow, 1998). However, parent-school relationships can be difficult for parents and teachers (Bacon & Causon-Theoharis, 2013) and there is evidence that what schools conceive of, value and see as the role of school staff and parents in PI, may differ from the views of parents (Contech & Kawashima, 2008; Desforges & Abouchaar, 2003; Harris & Goodall, 2008; Kim, 2009; Landeros, 2011; Martinez & Velazquez, 2000).

For example, Anderson & Minke, (2007) argue that while parents conceive of PI as including keeping their children safe and taking them to school, teachers tend to think of

PI as parents involvement in school. Furthermore, parents may think of PI as home-based guidance (Zarate, 2007). Valdez (1996) points out that school staff may not be aware of this type of PI. This can mean that low PI is assumed to be due to disinterest in CYP's academic success (Badillo, 2006), when this may not be the case (Valencia, 2011). Parents and school staff also seem to differ in their idea of what the barriers to PI are and how successfully schools implement PI, with school principals rating it as more successful than the teachers, with parents, rating it even lower (Anastasiou & Papagianni, 2020).

These differences can cause teachers to make erroneous assumptions about how much parents value involvement in their children's learning and how much it occurs, while parents feel judged (Lawson, 2003). For example, teachers may assume that parent involvement in school indicates PICL, but in practice, PICL may be unrelated to it. Indeed, Ho Sui-Chu & Willems (1996) found that African American parents participated more highly in discussing school activities at home, monitoring out-of-school activities and having contacts with school staff than white parents although they participated in school equally.

This suggests there is a need for clearer communication between parents and school staff to develop a shared understanding of what PI means, the extent to which different aspects make a difference to children's outcomes and how parents can best be supported in it. Furthermore, teachers' training in the learning process, their knowledge of the curriculum and school have been found to be the most trusted source of information on education for parents (Welsh Government, 2017). Therefore, teachers' skillset, together with EPs training in psychology, research and experience of working various schools and families, arguably make teachers and EPs well placed to collaborate on supporting PI.

Goodall (2013) argues that because of the greater effectiveness of PICL compared with parent involvement in school (Desforges & Abouchar, 2003), for parental engagement to be constructive, "it must be focused on the learning of the child and not on the interaction between the parent and the school" (p.136). However, arguably teachers and EPs have a role in supporting parents to develop this focus, whether via direct PICL guidance or efforts to build understanding, relationships and a school climate that invites parents to participate in a two-way collaboration to supporting CYP. Froiland (2020) argues that more emphasis should be given to what he calls the key psychological forms of parent involvement that promote achievement (i.e., parent beliefs and expectations, their relationship with school and their support of CYP's autonomy and relatedness). As discussed, research suggests that these facets of PI have direct benefits for CYP's

wellbeing and achievement as well as indirectly through their enabling of PI. The value of whole-school, long-term, approaches to parent engagement has been highlighted (EEF, 2018). The need for local and national policy, with funding to support this work is clear. Furthermore, the work needs to be based on a solid understanding of the local context to meet parents, teachers and EPs varying beliefs, skills and needs regarding PI.

#### *Understanding local context and need.*

Considering the diversity among parents, teachers and EPs in terms of their beliefs, willingness, resources and barriers to PI and supporting it, an understanding of the local context and need must surely be the basis for collaboration and interventions to support parental PICL (Goodall, 2013). The EEF (2018) recommends schools “start by assessing needs and talking to parents about what would help them to support learning” (p.7). Epstein et al. (1997) argue that effective PI support should help parents to understand their children’s learning needs, while helping teachers to understand the family’s needs. This is echoed by Harry (2002) who has highlighted the importance of parents trusting the school and it being sensitive to cultural diversity in the school community. Snell Herzog et al. (2009) found that “the act of listening” (p.12) to parents about how they already supported their children and collaborating on ways to further them, was the key to schools enabling PI, because most of what parents in their study did to support their children’s education occurred at home.

The NCSL (2011) conducted research into how schools engage hard-to-reach parents. This concluded that positive parental interaction with school, in whichever form can positively influence children’s learning, attendance and behaviour. However, the most effective strategies were found to be bespoke to the particular needs of parents and take local context into consideration. Parents have said that they find individual rather than generic school reports the most helpful (Estyn, 2018). Personalised support is also likely to be more cost-effective if more parents engage with it (EEF, 2018). Estyn (2018) noted that changes in modern parenting (e.g., parents work schedules) mean that traditional approaches may be ineffective. This highlights the importance of finding ways to elicit parent, teacher and EP views to understand local context and need and of tailoring support accordingly. Building relationships is arguably a helpful vehicle for this.

#### *Building relationships.*

“If we value our children, we must cherish their parents”. (Bowlby, 1951, as cited in Bretherton, 1992, p.84).

The importance of building good relationships with parents in relation to PI, is backed by research findings that these relationships support parent involvement (Houry et al., 2019; Smith et al., 2019). Goodall (2013) has argued that ‘there is no one, simple activity or mindset that will increase children’s achievement or that can be pointed out as “good parental engagement”. What matters, according to the research, is the overall attitude towards parenting and children, and the actions that then flow from that attitude, in combination with each other’ (p.137). Arguably, this necessitates building relationships where individuals feel able to honestly share their perspective and discuss and work through differences of opinion regarding PI.

Rowley et al. (2020) argue that an important issue for EPs is how they engage with service users to address “diversity, engagement, inclusion”...“personal and community development and social change” (p.116). Dhand (2018) suggest that EPs can do this through building family and community support networks. Arguably, the common goal of supporting CYP’s holistic wellbeing and success could mean that EPs taking a role in building networks between families, schools and communities to support PICL is a way in which this can be done.

The literature on PI includes many examples of how positive relationships can be built between parents and school and how parents can support each other towards PI (Estyn, 2009; NCSL, 2001). A feature of best practice for PI found by Estyn (2018) was that schools where parents feel comfortable in approaching school staff to discuss problems, ensured that school staff were visible at the start and end of the school day and consulted and collaborated with parents, built parents’ trust. Good communication and information sharing is one way in which schools and EPs can arguably build trusting relationships with parents.

### *Communication and information sharing*

Epstein (2009) argues that PI programmes should include information about helpful communication methods between parents and schools, support for home practices that develop PICL; ideas about how parents can attend school activities and be involved in decision making within the school and community in relation to children’s learning. NCSL (2011) found that positive communication between home and school was an essential part of successful parental involvement strategies. Gettinger, & Waters Guetschow, (1998) found that parents and teachers reported that communication between parents and teachers was important in supporting PI and could be achieved through the provision

of information about home learning activities or opportunities to participate in the classroom, newsletters, and recorded telephone messages.

Estyn (2018) recommends that schools ask parents about their communication and engagement needs, respond accordingly and evaluate their effect. The Education Endowment Foundation (2018) recommend that schools “tailor school communications to encourage positive dialogue about learning” (p.3) through “developing and maintaining communication with parents about school activities and schoolwork” (p.9). They state that “face-to-face recruitment” enables attendance at group sessions (p.7) and home visits for younger children with greater needs can be effective for parents who struggle to attend meetings. Estyn (2009; 2018) provide numerous examples of good practice in school-home communication (which can enable collaboration) such as sending text or email messages, using social media platforms, surveying parent views and making staff available for informal face-to-face conversations as issues arise. A study found that parents who received weekly texts from school were nearly three times more likely than a control group to talk to their children about revising for a test (Miller et al., 2016).

Furthermore, Estyn (2018) reported that PI can be supported by the provision of clear, specific and targeted information but found that programmes designed for parents to work with their children at home without support or skills appear to be ineffective. This highlights the importance of schools providing focused information, helping parents to develop the skills they need and providing some level of support to implement them (or signposting them to organisations who do so). Estyn (2018) also found that a majority of primary school parents and a half of secondary school parents surveyed feel that school to communication is effective. This suggests there is room for improvement in this area.

Schneider & Arnot (2018) suggest that good information strategies for parents with low levels of English (e.g., providing translators and using email rather than phone calls) and those who have recently arrived from another country, combined with regular school data collection regarding parent knowledge can enhance mutual understanding and relationships between home and school. They also suggested online meetings as a means of overcoming the logistical difficulties of face-to-face meetings. Rodriguez et al. (2014) found that for parents of children with ALN knowing that school was effectively providing services for their children and having one person at school to answer questions mattered more than PI opportunities. It may be that this conclusion could apply to parents of children without additional needs. Considering schools limited resources, particularly time, it seems helpful to think about the most important minimal actions schools can take to support with parents.

In a survey of parents from BAME backgrounds, (Becker-Klein, 1999) found that a favourable school climate was associated with parents reporting more participation in their children's education and better home-school communication, suggesting that work to enhance school climate and home-school communication may support PI. A favourable school climate may be fostered through effective communication and information sharing. It may be that parents with high levels of PI have a more favourable perception of school climate and home-school communication rather than the climate in reality being more conducive to PI.

### *The role of leadership in enabling PI*

Riley (2009) has stressed a critical role for school leaders in building trust and understanding between schools and communities through relationships and information sharing. Estyn (2018) found that the enthusiasm of the headteacher was the most important driver for effective parental involvement. School leaders can create PI policies and training opportunities for staff to enable understanding, knowledge and skills that facilitate PI (Anastasiou & Papagianni, 2020; Epstein, 2001). Manz et al. (2009) argue that because teacher efficacy can be enhanced through training (Schechtman & Levy (2005) and the context in which they work, leaders who facilitate training and a supportive school climate may have positive effects on teacher efficacy and their effect on outcomes regarding PI. EEF (2018) recommended that schools critically review how they work with parents to ensure they are effective.

### *Empowering parents, school staff and EPs*

Addi-Racah & Ainhoren (2009) argue that both parents and staff need to feel empowered to collaborate on school issues and that where this occurs; views about parental involvement are the most positive. Parents with high self-efficacy are more likely to involve themselves in their children's education (Melhuish et al., 2008; Shumow & Lomax, 2002) and teachers are more likely to support it (Hoover-Dempsey et al., 1992). Bandura (1995) asserts that self-efficacy is enabled through experiences of mastery, vicarious learning through observing others, social persuasion and changes to physiological and emotional states. This implies that parent self-efficacy for PICL and teacher and EP self-efficacy for providing PICL support can be developed through opportunities to do it, watch others doing it, being encouraged to do it (informally through invitations or formally through training) and enabling positive physiological and emotional

responses to it e.g., through providing support and resources. These mechanisms have been identified by parents as fostering their self-efficacy (Pelletier & Brent, 2002).

Research has found that parents are more likely to be involved in their children's learning if they believe that their participation benefits their children's achievement (Rich, 1987). Christenson, (1995) argues that for this reason, professionals need to support parents to see themselves as essential partners in facilitating learning and to use frequent, positive two-way communication to convey it. Examples could include sharing good news about pupil achievement, inviting parents to help address a problem situation rather than a problem child and asking them rather than telling them, how they might participate (Christenson, 1995).

Kemp et al. (2014) notes that studies of involvement reveal that, people to have sustained involvement in support services, the essential requirements are hope, motivation to participate, optimism that change is possible, and confidence in one's capabilities. Strength-based practice aims to develop parents' competencies, focuses on the development of supportive, collaborative relationships between workers and clients, believes that families can change, and aims to empower families (Lietz, 2011). This approach has been recognised to have relevance within efforts to increase PI with schools and PICL (Estyn, 2018). Narrative approaches are an example of strengths-based practice used by EPs which have been found to empower parents and promote change (Rowley et al., 2020).

Furthermore, there is reason to believe that parents should be supported to be involved in school processes. When this happens, parents feel a greater sense of ownership and commitment to the school's mission and this can improve educational outcomes (Brajsa-Zganec et al., 2019; Jeynes, 2005). EEF (2018) recommend that schools "provide practical strategies to support learning at home [and] ... offer more sustained and intensive support where needed" (p.3). They particularly highlight the value of "supporting parents to have high academic expectations for their children ... promoting the development of reading habits" (p.9) and targeting specific skill development for particular age-groups. Parents may feel more empowered to be involved in their children's learning if they have been invited.

#### *PI invitations from teachers and children*

Epstein's model of PI (1995) suggests that schools' efforts to facilitate PI are directly and positively related to levels of PI. This is supported by findings that schools which actively seek PI, have accessible teachers and frequently communicate with parents in several ways, are more successful in enabling collaboration (Rodriguez et al., 2014). Also,

teacher invitations for PI have been found to have a positive effect on home-based PI (Hoover-Dempsey et al., 2001).

Anderson & Minke (2007) considered the relationship between parent role construction, sense of efficacy, resources, and perceptions of teacher invitations and PI at home and school. They found that specific invitations from teachers had the largest effect on PI. However, Hoover-Dempsey et al., (2005) suggest that the strength of this association may be mediated by parent self-efficacy. In other words, because parents who more strongly believe they can intervene on behalf of their child, when required, may be more likely to do so regardless of invitations, whilst less confident parents may be less likely to do so without concerted invitation efforts. Froiland (2020) argues that parents with low PI self-efficacy may need invitations accompanied by a clear message about the benefits of PI. However, the barriers some parents face to PI may still prevent behaviour changes.

Anderson & Minke (2007) also found that specific invitations mediated how parent role construction affected PI. However, the authors note that direct causation of invitations on PI should not be assumed as their study was cross-sectional and non-experimental. Teacher invitations have been found to influence PI in previous research (Deslandes & Bertrand, 2005; Overstreet et al., 2005; Simon, 2004; Walker et al., 2005). Halsey (2005) found that parents may prefer personal, casual communication rather than more formal methods (e.g., newsletters) and may not see an advert designed to invite parents to an event, as an actual invitation. Anderson & Minke (2007) argue that more research is needed into what kind of communication and frequency parents prefer.

Having identified that parents' knowledge about school-based activities accounted for the most variability in PI, Klimes-Dougan et al. (1992) investigated whether personalised invitations would increase PI. Treatment and control groups were sent a flyer informing them of a school event three to four weeks before and also several days before the event. However the treatment group also received a personal letter following the flyer, a brief phone call from the school and a brightly coloured invitation was taken home by the children. 43% of the treatment group attended the event compared with 2% of the control group with a greater proportion of those attending being from a minority ethnic group. This suggests that more intensive invitations may increase PI in school activities, (particularly for minority ethnic groups) and so increase the means through which parents can access information and support about PICL at home. However, this study did not control for other parent characteristics, such as education level, work and other responsibilities which may have resulted in the differences between the two groups. Research suggests that children inviting their parents to be involved in home learning may also be a strong predictor of PI (Deslandes & Bertrand, 2005; Walker et al., 2005).



*Which parental behaviours within PI make the most difference?*

Goodall (2013) outlines a model including six parental behaviours that are features of effective PICL according to research. Five of these are included within the sixth domain of authoritative parenting style. This is characterised by a warm involved style of relating to children that includes clear guidelines and limits for their behaviour and age-appropriate expectations (Baumrind, 1989; Steinberg, 2001). Authoritative parenting has been found to be related to children being self-reliant, self-controlled and interested in their surroundings (Baumrind, 1971). Also, to increased hope and self-esteem for young people (Heaven & Ciarrochi, 2008). Furthermore, the emotional warmth found in authoritative parenting is positively associated with CYP's achievement (Rosenzweig, 2001).

In addition, autonomy and supportive communication (likely a feature of authoritative parenting) has been noted to benefit CYP's happiness, intrinsic motivation, engagement and creativity by meeting CYP's need for autonomy while expressing empathy for negative emotion and challenges and offering support when solicited (Allen et al., 2019; Froiland, 2011; Froiland et al., 2019). However, parents have been found to control rather than support autonomy when they are worried and/or when their own psychological needs are thwarted. This suggests that CYP, whose parents are suffering due to poverty or mental health issues, may be less likely to experience this kind of communication and its benefits.

A quality home learning environment (characterised by activities such as reading with children, teaching letters and numbers, creative activities, outings and home playdates) is another aspect of Goodall's model which research has found to be associated with increased cooperation, conformity, peer sociability and confidence, lower antisocial and worried/upset behaviour and higher cognitive development scores (even more so than parental education and social class) (Sylva et al., 2004). Goodall's model also highlights the importance of beginning parent engagement with learning early, (because the earlier it occurs, the more powerful the effects (Cotton & Wikeland, 2001), parents staying engaged throughout school, holding and passing on high aspirations and taking an active interest in children's learning and education.

Support for this model comes from a range of research that has found that it is not who parents are (in terms of their own educational backgrounds, socioeconomic levels etc) but what they do (family process variables) that predicts children's achievement (Melhuish, et al., 2001; Pinderhughes, 2001; Sylva et al., 2003, 2004). EEF (2018) seconds this conclusion from research.

Kellaghan et al. (1993) found that family process variables (e.g., discussing homework, consistent routines) predicted 35% more variance in achievement than social class or family make-up. Parents have been found to influence children's academic achievement through attending school meetings and helping with homework (Jeynes, 2005; 2007). Home literacy practices have been found to be the most effective in supporting achievement (Froiland, 2020). Literacy and knowledge development can also be supported through visiting museums, aquariums, zoos, cultural learning events, places of workshop and sporting events (Froiland, 2011; Powell et al., 2012). Furthermore, after reviewing 160 articles, Christenson et al., 1992) concluded that parent expectations and attributions, structure for learning, home affective environment, discipline orientation, and parent participation in education all influenced achievement and the development of these could be supported by professionals.

Froiland (2020) notes that the evidence suggests that positive outcomes for CYP are supported by parents believing in the importance of school readiness skills (e.g knowing the alphabet, paying attention, and communicating needs (Puccioni et al., 2019)), holding a growth mindset for their children (i.e., believing that children's abilities can be developed (Andersen & Nielsen, 2016)) and believing that parents have a role in children's learning (Hoover-Dempsey et al., 2001). Christenson (1995) has argued that, because many families cannot provide the social, cultural capital and other resources to support learning, a home-school partnership is not enough. Educators need to collaborate with health and social services to address this. Considering there is evidence that authoritative parenting and particular parent behaviours are linked to improved outcomes for CYP (Goodall, 2013), school staff and EPs can collaborate with other services to support parents through parenting programmes which have been found to have a positive effect on a range of outcomes for CYP (Maughan, et al., 2005).

### *Programmes for parents*

There is evidence that PI is supported through the provision of guidance and support in understanding child development and learning (Griffith, 1996). Numerous PI interventions exist to support CYP's achievement through enabling effective parent support of reading, homework and positive relationships between parents and teachers (Burhoyne et al., 2017; Jeynes, 2012, 2018). These include interventions that train parents in how to relate supportively to CYP to promote skills that support learning as well as having benefits in their own right (e.g autonomy, motivation, engagement and psychological wellbeing) (Froiland, 2020). Such programmes have also improved parents' communication skills and internal locus of control (Allen et al., 2019; Froiland, 2015). This arguably may have benefits to PICL through influences on parent self-

efficacy. Froiland, 2020 suggests that parent expectations can be increased through methods that share student progress with parents and predict future progress.

Barger et al., (2019) point out that many more general parenting programmes include elements that support PI. Effective parent programmes have been characterised by non-blaming interactions, perspective-taking, and problem solving between parents and school staff (Christenson, 1995). Christenson (1995) has stressed the need for programmes to be tailored to the specific needs of parents, schools and communities. Considering findings that low SES parents often only engage with PI training if they trust the person providing it (Powell et al., 1990), the importance of building relationships prior to offering training is clear.

### *Training for school staff*

School staff may feel more empowered and skilled to build relationships with parents and support PICL with more training in this area. A literature review found that teachers being equipped and skilful was associated with greater self-efficacy about their roles and more positive cooperative relationships with parents (Leithwood, 2009) and Schneider & Arnot (2018) note that dissemination of research information and school data to address erroneous teacher assumptions about parents may be helpful. Furthermore, training on how to work constructively with parents can positively impact teacher beliefs and attitudes about parents (Baum & McMurray-Schwarz, 2004), as well as and practice (Katz & Bauch, 1999; Hoover-Dempsey et al., 2002). However, teachers and school administrators have reported PI training to be lacking (Epstein & Sanders, 2006; Graue & Brown, 2003; Katz, & Bauch, 1999).

The Incredible Years Teacher Classroom Management (IY TCM) programme invites teachers to consider their views about parents and to work on their relationships with challenging students and families (Webster-Stratton & Reid, 2010). (Herman & Reinke, 2017) found that IY TCM's had a significant impact on parent involvement profiles and profiles of teacher-rated parent involvement were associated with improved performance on standardized achievement tests, teacher ratings of academic skills and behaviour problems, and independent observations of disruptive and off task classroom behaviours. Herman & Reinke, (2017) concluded that the emphasis in IY TCM on addressing teacher bias and developing empathy for families, could positively impact teacher views of those families with whom they typically have poor relationships. However, they noted that as the programme also teaches PI and classroom strategies, the teachers' improved views about parents could be due to changes in PI and or pupil behaviour.

## *Training for EPs*

EPs may also benefit from training in PI to support their knowledge, skills and self-efficacy in supporting PICL. Manz et al. (2009) provides evidence that, where school psychologists receive training in PI, there is an increase in their professional efficacy and the amount of time they invest in supporting PI. A study found that, after completing online training in metacommunication, psychologists reported significantly higher metacommunication self-efficacy and willingness (Calvert, et al., 2020). It may be that similar effects could be achieved in the area of PICL through online training. Froiland (2020) argues that, with more training, school psychologists could be “key leaders” in PI due to their expertise in psychology (p.5).

Research and guidance for schools have noted many ways in which parents, teachers and EPs can individually and collaboratively enable PICL wherever it occurs, through parent involvement in school and home and community based PICL. However, there are some gaps in the literature, some of which the current study aims to address.

### **Limitations of PICL related research and rationale for the current research**

PI research is heavily weighted towards correlational studies of factors associated with PI rather than the views of parents, teachers and EPs. While it is indeed important to establish the value of PI in terms of its effect on outcomes, it is arguably also necessary to establish the views of key players in making it happen, if any benefits of PI are to be realised. Where parent views have been sought, they tend to be regarding parent involvement in school rather than PICL despite the fact that PICL is what makes the difference for CYP (DfE, 2011) and a more socially just measure for minority groups (Froiland, 2020). Therefore the current study will focus on PICL.

One of the most recent surveys of parent and teacher views in England regarding PI has focused on how families have experienced remote education while most pupils have been unable to attend school due to Coronavirus (EEF, 2021). This survey found that 18% of parents of FSM eligible children responded that their child was struggling to keep up with their schoolwork during home learning due to the pandemic and 41% said they felt unconfident about supporting their child with home learning, compared with 8% and 28% respectively, of parents from other households (EEF, 2021). However, the survey does not include the views of parents in other parts of the UK, nor views regarding PICL outside of the specific pandemic phases of home learning. Its focus on teaching provided by school staff also means that parents were unable to share their views on parent generated learning opportunities. Therefore the current study will invite parents, teachers

and EPs throughout the UK to participate in the research and ask them about PICL in general, not specifically school generated learning or that during the pandemic.

Another parent survey gives a yearly snapshot of parents' behaviour and attitudes towards their children's school and education (Parentkind, 2020). This survey found that 86% of parents want to play an active role in their children's education (Parentkind 2020) and 88% of parents agreed with the statement 'A good education for my child goes beyond exam results' and a greater majority wanted wellbeing to be prioritised than wanted curriculum and learning prioritised (Parentkind 2020). However, the survey focuses more on the curriculum and school level involvement rather than PICL more broadly. Furthermore, it does not ask parents open ended questions about what would help them to be involved in their children's learning, rather it assesses how much pre-determined measures are occurring e.g., school taking action on parent views. As well as focussing on PICL wherever it occurs, the current study will ask open ended questions to enable parents to share any views they think relevant to PICL.

Estyn (2009; 2018) has surveyed parent and school leader views on PI in Wales, but again with a school focus. Ten years ago, Ofsted (2011) reported an evaluation of how effectively 47 English schools partnered with parents. They found that in 2009/10, 80% of schools inspected were graded either good or outstanding in their partnership with parents. However, the extent to which schools engaged with parents varied and the 47 schools are only a fraction of the number of schools in England and so do not represent all English schools or those in other parts of the UK. Considering these reports, the current study will be a UK wide survey of parent views, with a focus on PICL. Ofsted's findings from this survey note that some of the schools were chosen because they knew that they were likely to have good practice in working with parents, suggesting that their findings may be biased. Therefore, the current study will not pre-select teachers, parents based on which school they are associated with.

Parentkind (2017) surveyed teachers in England about their views on the impact of parent engagement and who is responsible for it. Teachers were not asked about their thoughts and feelings about supporting PICL or what would help them to do so. To date, there has been very little research into the views of EPs regarding PI, or into parent and teacher views of working with EPs to enable PI. Considering their role in working with parents and teachers to promote CYP's wellbeing development, resilience and achievement (Wales, 2016), and research findings about how PI may enable these goals, it seems appropriate to explore what EPs and others think about PI and EPs role in supporting it. Therefore, this study will invite EPs to share their views on PICL.

The Coronavirus pandemic has resulted in an unprecedented call for parents and school staff to support CYP's learning at home. Arguably, never before has CYP's learning been more affected by the views of parents, teachers and EPs and the barriers and enablers to it. This has perhaps highlighted and intensified the inequality of access to learning that has always existed. Considering these conclusions from an exploration of PI research and the events of recent times, the rationale for the current research is that surveying UK based parents', teachers' and EPs' views about PICL at this time may offer new insight into how they can best work in partnership to support it in the future. Furthermore, understanding participant views about the importance of children succeeding in school may reduce supposition that any low ratings of the importance of PICL equates to low rating of the importance of children succeeding in school. This seems important given that this has been identified in the literature as being a barrier to PI (McDermot & Rothenberg, 2000; Schneider & Arnot, 2018).

This research will explore three research questions that are deliberately open and broad to enable exploration of any PICL views held by key stakeholders. Three secondary research questions will explore key stakeholders' views about the importance of children succeeding in school. These are aimed at reducing the risk that any anti PICL views expressed by participants, are not assumed to equate to participants thinking it unimportant that children succeed in school.

## **Research questions**

### *Primary research questions*

- 1) What are parents' views about PICL?
- 2) What are teachers' views about supporting PICL?
- 3) What are EPs' views about supporting PICL?

### *Secondary research questions*

- 4) What are parents' views about the importance of children succeeding in school?
- 5) What are teachers' views about the importance of children succeeding in school?
- 6) What are EPs' views about the importance of children succeeding in school?

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### **Abstract**

In the field of education, parent ‘involvement’ or ‘engagement’ have been described as ‘catch-all’ terms to refer to a range of activities where parents interact with schools (Desforges & Abouchar, 2003); examples include attending school events and supporting children’s learning at home and in the community. Parent involvement is associated with a range of positive outcomes for children (DfE, 2011). Research suggests that parent involvement with children’s learning (PICL) is a more effective aspect of PI than parent involvement in school based activities (Froiland & Davison, 2016; Puccioni et al., 2020). This study focuses on PICL and defines it as a “mutual exchange of values and knowledge” which emphasises “reciprocity, empowerment, empathy, change and opportunities for both parents and the school” (Schneider & Arnot, 2018, p.11). The current study includes children in the participants of this mutual exchange and defines learning holistically as “an enduring change in behaviour, or in the capacity to behaviour in a given fashion, which results from practice or other forms of experience” (Schunk, 2020, p.3). This is not limited to academic skill development e.g. it can include social, emotional and metacognitive skill development.

In this study, UK based parents, teachers, and educational psychologists (EPs), supporting children aged 4-16 years of age, were invited to share their views regarding PICL through an online questionnaire made available through local education authority staff, and social media. Data was analysed using descriptive statistics and reflexive thematic analysis. The Findings suggest that although a diverse range of views were expressed, parents, teachers, and EPs largely value PICL and PICL support, private non-digital communication, and the opportunity to work together to enable PICL.

However, one to two thirds of each group spend less time participating in or supporting PICL, than they want to. Facilitators of PICL and PICL support that were noted by respondents included knowing that children's wellbeing is supported, having permission from others to work on PICL support needs, having time, and facilitative structures at all levels of the systems surrounding children. as. The importance of establishing a clear 'holistic' definition of PICL agreed by all stakeholders, was noted as a first step in enabling collaboration in this area. Holistic refers to a PICL definition that recognises the needs of all stakeholders and incorporates much more than simply children's academic learning. Future research is needed with children, and specific groups of parents, to ensure that support for PICL is relevant to all children and all parents.

## **Part 2: Empirical Paper**

Word count: 3,009

## **Introduction**

Parent involvement (PI) in children's education has been promoted by governments and education related bodies (Department for Education [DfE], 2011; Estyn, 2018; Welsh Government [WG], 2017). A lack of consensus in defining PI, variation in the quality of research regarding it (Manz, 2010), and a lack of UK based research regarding the views of key stakeholders, may have led to some challenges in applying PI research to practice. The current research aims to address this through discussing definitions of PI, related PI research, and surveying the views of UK based parents, teachers and EPs regarding what research suggests is the most effective aspect of PI, namely parent involvement with children's learning (PICL) (Froiland & Davison, 2016; Puccioni et al., 2020).

This study used a 'narrative overview' literature review, as a "comprehensive narrative syntheses of previously published information" (Green et al., 2006, p.103). A systematic literature review was made difficult by wide variations in studies' designs and PI definitions. Search terms including and relating to, parents/carers, coronavirus, involvement/engagement, schoolwork/homework, teachers, and educational psychologists were used in psychology and education related databases and relevant government, charity sector and independent research body publications (see Appendix A).

### **What is parent involvement?**

PI and parent engagement have been used to refer to a range of activities where parents interact with schools (Deforges & Abouchaar, 2003; Goodall, 2013). The term PI dominates the literature in this area and so will primarily be used in this literature review (except when using citations referring to 'parental engagement').

For Goodall & Ghent (2014), supporting parent involvement with children's learning (PICL) is the ultimate aim of PI because parent involvement in school has been found to be an extremely weak predictor of school achievement and executive function compared with home-based PI (Powell et al., 2012; Puccioni et al., 2020). Furthermore, Lopez (2001) posits that not recognising PI outside of school, may particularly exclude PI of low-income and black and minority ethnic (BAME) parents whom research has found may be more involved with their children's learning outside of school than within it (Anderson & Minke, 2007). This suggests that professionals should focus on supporting PICL rather than parent involvement in school and is the focus of this study.

This study defines learning as “an enduring change in behaviour, or in the capacity to behaviour in a given fashion, which results from practice or other forms of experience” (Shunk, 2020, p.3). This definition seems relevant to PICL in that it acknowledges all the ways in which children can change through PICL, e.g., in academic, social and emotional skills. This study defines PICL as a “mutual exchange of values and knowledge”, emphasising “reciprocity, empowerment, empathy, change and opportunities for both parents and the school” (Schneider & Arnot, 2018, p.11). For the purposes of this study, the values and knowledge are presumed to refer to academic and broader life skills such as emotional regulation, social skills and other meta-cognitive skills. CYP are considered equal partners in PICL and the parent-child relationship at the heart of this, with educational professionals supporting it.

### *PI and outcomes for CYP*

PI has been recognised as having a positive effect on CYP’s learning, behaviour, self-esteem, motivation, social skills and involvement with learning (DfE, 2011; Fan & Chen, 2001). However, optimal ways of doing PI have been identified (Froiland, 2020). This effect remains when controlling for a range of related factors (Grolnick et al., 2000; Jeynes, 2007). This highlights the need for parents and professionals to be informed about research findings so that PICL can occur in a way that benefits CYP (Froiland, 2020).

PI may be associated with positive outcomes for CYP because it can link parents to information and resources to support CYP’s overall development and provide opportunities for rehearsing in-school learning (Sénéchal & LeFevre, 2002). This and improvements to attachment relationships may support CYP’s behaviour and feelings of competence and wellbeing (Bergin & Bergin, 2009; Grolnick & Slowiaczek, 1994; Hong & Ho, 2005). Considering the purpose of their professions, arguably teachers and EPs have key roles to play in PI (Biesta, 2009; WG, 2016). However, there is variation in PI among parents (NCSL, 2011) and variation in support for PI among professionals (Epstein et al., 2019). Before research in this area is examined, consideration will be given to theories relevant to PI.

### **Relevant theories**

Theories and models relating to PI and more specifically PICL, can be supported through parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2006)). However, these models do not appear to provide a comprehensive framework regarding what needs to occur among all stakeholders and at all levels, so that these pathways of PI can be embraced.

Theories and models regarding behaviour change offer a way of thinking about what needs to occur to enable all stakeholders to make changes in relation to PICL. The theory of planned behaviour (Ajzen, 1991) posits that intentional behaviour is determined by individual's attitudes, beliefs, subjective norms and perceived controls. When applied to the behaviours of PICL and provision of support for PICL (e.g., Bracke & Corts, 2012), the theory indicates the need to address attitudes and beliefs about whether PICL matters, whether individuals can make a positive difference in this area, subjective norms about whether it is socially acceptable or one's role to do PICL/support it, and the degree to which individuals think that they have control over how much they engage in PICL/PICL support, as this may influence their intentions in doing so. This theory does not incorporate the effect of physical barriers on behaviour, even where one has the intention to do something.

### **Parents and PI**

In their model of PI, Hoover-Dempsey & Sandler (1997, 2002) perceive the biggest influencers of PI to be parents' motivational beliefs about whether they have a role in education, their self-efficacy (belief that they can make a difference to their child's achievement), and how much the school and children appear to welcome and value PI. Research by Reed et al., (2000) supports this theory. Piquart & Ebeling (2020) similarly found that parents can best influence achievement through communicating positive expectations and encouraging academic involvement, as these are the most effective.

One survey found that 86% of parents want to play an active role in their children's education, and a greater majority wanted wellbeing to be prioritised than wanted curriculum and learning prioritised (Parentkind 2020). However some, particularly those from lower socio-economic groups, those with lower qualifications, or those unfamiliar with the systems or language used for teaching, lack confidence in PI (Estyn, 2018; Schneider & Arnot, 2018). These findings highlight that parent beliefs and willingness regarding PI may be influenced by individual differences in parents and children and that explanations for PI are complex. While this may be the case for all children, the sometimes complex additional learning needs (ALN) of some CYP, may require PICL and PICL support that is particularly sensitive and bespoke, if it is to be helpful.

Hoover-Dempsey & Sandler (1997) argue that how parents' perceive the extent of time and energy required for other responsibilities, also influences PI. Indeed, parents from disadvantaged backgrounds and who have children with the greatest levels of additional needs, have been found to have lower levels of parent involvement in school (El Nokali et al., 2010), and at home (Juang & Silbereisen, 2002). As with all parents, there is

variation among parents from specific groups and there are no doubt parents from disadvantaged backgrounds or with children with ALN who give more time to PICL, for a range of reasons. For example, studies have found that PI increases with increases in child learning difficulty (Rodriguez et al., 2014) or the nature of a child's disability (Bennett and Hay, 2007; Benson et al., 2008), possibly because PI can increase with parent perception that school are not meeting the needs of their child's ALN (Rodriguez, 2014). Childcare, work commitments, transport access and time have been found to be barriers to PI (particularly for parents in lower paid employment) (Estyn, 2018; Lopez, 2001), despite parents valuing PI (Mendez, 2010; Schneider & Arnot, 2018).

### **Teachers and PI**

Teacher perceptions of PI have been found to be strong predictors of children's outcomes when controlling for other characteristics (Bakker & Brus-Laeven, 2007; Barnard, 2004). Teacher beliefs about how committed and interested parents are in their children's education can affect how they interact with parents, which may affect PI (McDermott & Rothenberg, 2000) and pupil engagement, which affects CYP's outcomes (Herman & Reinke, 2017; Sheridan et al., 2012; Wyrick & Rudasill, 2009).

98% of teachers in one survey reported that parental engagement has a positive impact on their school (PTA UK, 2017). Despite this, there is evidence that not all teachers believe that PI can increase CYP's success, that parents are important partners in education, or that parents support PI (McDermott & Rothenberg, 2000; PTA UK, 2017; Ramirez, 2000). Furthermore, there is evidence that teacher beliefs regarding parents may not always be accurate. Schneider & Arnot (2018).

Teachers who think that they make a difference to children's learning, have been found to perceive families more positively than teachers who have lower self-efficacy beliefs (Caprara et al. (2003). Self-efficacy is defined as 'beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments' (Bandura, 1997, p.3). However, many teachers report work-load and haphazard and unsuccessful learning about PI as negatively affecting their approach to parents and PI (Baker, 2001; Katz & Bauch, 2001). Pang and Watkins (2000) discovered that teachers' perceptions of principal support and approval was positively correlated with their perceived self-efficacy in working with parents and their actual communication practices. However, this does not necessarily mean that there is a causal link or if there is one, whether principal support effects self-efficacy or vice versa, or whether they influence each other.

## **EPs and PI**

Conoley (1989) has stated that school psychologists (known as educational psychologists in the UK) “need to be family and school systems experts because to fail to know families and schools is to fail to know children” (p.556). Christenson (1995) suggested that the role of the school psychologist regarding PI is to clarify educators’ and parents’ rights, roles, and responsibilities, address family resource needs to strengthen the ‘school’ of the family, disseminate information to parents and school regarding how parents can support learning and development, and support parents regarding education. These writers arguably highlight the need for EPs to concern themselves with PICL.

Despite the argument that school psychologists should be leaders in, and champion PI (Olvera and Olvera, 2012; Froiland, 2020), their role in PI has received scant attention in the literature (Estyn, 2018; EEF, 2018; Froiland, 2020). The BEAR model of PI by Froiland (2020) offers a role for psychologists in PI. He argues that it is vital that psychologists promote the psychological aspects of PI, namely beliefs, expectations, and autonomy and relatedness needs.

Darter-lagos (2003) argues that home-school collaboration would be enabled by psychologists swapping traditional assessment duties for preventative interventions as work-loads have been identified as barriers to this. However, EPs statutory responsibilities may be a barrier to this. Manz et al. (2009) found that the success of psychologists’ collaborative relationships was related to their professional efficacy, and perceived school climate, for family involvement activities, and advocates training to support this. This suggests that a multi-faceted approach may be required to enable EPs’ ability to support PICL. Correspondingly, Froiland (2020) argues that insufficient training explains why some school psychologists do not prioritise PI.

## **What supports PI?**

### *The role of policy and legislation*

Epstein and Sheldon (2016) argue that “in complex, multilevel systems, an official policy cannot be enacted without establishing a leadership structure, professional development, a budget, evaluations, incentives, and consequences” (p.215). This level of support for PICL is currently lacking in the UK.



### *The value of parent, teacher and EP communication and collaboration regarding PI*

Collaboration between school and home regarding PI has been found to enable good academic and mental health outcomes for CYP (Ackley & Cullen, 2010; Suarez-Orozco et al., 2010). However, there is evidence that schools and parents differ in their beliefs about PI (Anastasiou & Papagianni, 2020; Landeros, 2011). This suggests the need for sensitive navigation of these differences to enable collaboration in PI.

The literature on PI includes many examples of how positive relationships can be built between parents and school to enable this (Estyn, 2009; NCSL, 2001). Arguably work needs to be done to ensure that this information is not only made available to parents and educational professionals, but that they are also enabled to put it into practice through structural changes to reduce barriers to and enable facilitators of, their collaboration.

### *Leadership and empowering parents*

School leaders' enthusiasm and ability to build trust and understanding have been found to be key in PI (Riley, 2009; Estyn, 2018). It has been argued that facilitating training and a supporting school climate may have positive effects on teacher efficacy and thus their effect on PI (Anastasiou & Papagianni, 2020; Manz et al., 2009).

Supporting parents self-efficacy is associated with increased PICL (Addi-Racah & Ainhoren, 2009; Melhuish et al., 2008). Christenson (1995) argues that for this reason, professionals need to support parents to see themselves as essential partners in facilitating learning, through frequent, positive two-way communication to convey this. Children and teachers inviting parents to be involved in home learning has been found to be positively correlated with PI (Deslandes & Bertrand, 2005; Overstreet et al., 2005; Simon, 2004).

Personal invitations may be particularly effective for enabling PI from BAME parents (Klimes-Dougan et al., 1992). It has been suggested that parents may find ways to overcome any resource barriers if specifically invited by teachers (because such invites mediate the relationship between parent resources and PI) (Anderson & Minke, 2007), or if parents value their role in education and have high self-efficacy (Hoover-Dempsey & Sandler (1997). Arguably the ability of parents to overcome barriers to PI would depend on their individual circumstances and so it may be too simplistic to say that teacher invitations or increased valuing of parental role in education and self-efficacy are enough to enable PI. Numerous interventions exist to support PI (Barger et al., 2019; Froiland, 2020, Jeynes, 2018). However, the use of these may require more funding and space in the curriculum.

*Which parental behaviours within PI make the most difference?*

Goodall's (2013) model of parental behaviours that are features of effective parental engagement with children's learning according to research, includes an authoritative parenting style and a quality home learning environment (characterised by activities such as reading with children, teaching letters and numbers, creative activities, outings and playdates at home). These are associated with a broad range of positive outcomes for CYP (Heaven & Ciarrochi, 2008; Sylva et al., 2004).

*Empowering school staff and EPs*

Enhancing teacher and EP self-efficacy about their roles through training in working with parents can positively impact teacher beliefs, attitudes and relations with parents (Herman & Reinke, 2017; Manz et al., 2009; Schneider & Arnot, 2018). PI training has been reported to be lacking (Epstein Sanders, 2006; Graue & Brown, 2003). The rationale for the current research.

### **The rationale for the current research**

PI research is heavily weighted towards correlational studies of factors associated with PI. It is arguably important to establish the views of key stakeholders if PI and its benefits are to be enabled.

One of the most recent surveys of parent and teacher views in England regarding PI has focused on how families have experienced remote education while most pupils have been unable to attend school due to Coronavirus (EEF, 2021). However, the survey does not include the views of parents in other parts of the UK, nor views regarding PICL outside of the specific pandemic phases of home learning. Its focus on teaching provided by school staff also means that parents were unable to share their views on parent generated learning opportunities. Therefore the current study will invite parents, teachers and EPs throughout the UK to participate in the research and ask them about PICL in general, not specifically school generated learning or that during the pandemic.

Another parent survey gives a yearly snapshot of parents' behaviour and attitudes towards their children's school and education (Parentkind, 2020). However, the survey focuses more on the curriculum and school level involvement rather than PICL more broadly. Furthermore, it does not ask parents open ended questions about what would help them to be involved in their children's learning. As well as focussing on PICL wherever it occurs, the current study will therefore ask open ended questions to enable parents to share any views they think relevant to PICL.

Ten years ago, Ofsted (2011) reported an evaluation of how effectively 47 English schools partnered with parents. They found that in 2009/10, 80% of schools inspected were graded either good or outstanding in their partnership with parents. However, the extent to which schools engaged with parents varied and the study included only a fraction of the number of schools in the UK. Ofsted's findings from this survey note that some of the schools were chosen because they knew that they were likely to have good practice in working with parents, suggesting that their findings may be biased. Considering these reports, it seems that there is need for a current UK wide survey of parent views, with a focus on PICL.

The rationale for the current research is that surveying UK based parents', teachers' and EPs' views about PICL at a time when PICL has been highlighted because of home learning due to the Coronavirus pandemic. This research will explore three research questions that are deliberately open and broad to enable exploration of any PICL views held by key stakeholders. Three secondary research questions will explore key stakeholders' views about the importance of children succeeding in school. These are aimed at reducing the risk that any anti PICL views expressed by participants, are not assumed to equate to participants thinking it unimportant that children succeed in school.

## **Research Questions**

### *Primary research questions*

- 1) What are parents' views about PICL?
- 2) What are teachers' views about supporting PICL?
- 3) What are EPs' views about supporting PICL?

### *Secondary research questions*

- 4) What are parents' views about the importance of children succeeding in school?
- 5) What are teachers' views about the importance of children succeeding in school?
- 6) What are EPs' views about the importance of children succeeding in school?

## **Methodology**

### **Epistemology and ontology**

This research takes the stance of pragmatism as the right 'tool' for the research questions and reflects the researcher's axiology (beliefs about research values and morals) (Abbott, 2004, p.42). The research idea developed from a proposed participatory action research project led by the author in one school. This research did not occur because of school closures due to Coronavirus. Because of this, a participatory action research rhetoric of 'advocacy and change' remains (Kaushik & Walsh, 2019). This is underpinned by an axiology of research as having an ethical duty, not only to transparently represent the views of individual participants, but to make a positive practical contribution to society, being effective only to the extent that it solves problems in the real world (Hothersall, 2019).

Pragmatism was also adopted in this research because it aligns with the researcher's stance that reality is both external to and shared by individuals as well as internally unique to individual construction (Goles & Hirschheim, 2000). Also, that reality is in constant flux (Kaushik & Walsh, 2019). In this way, views surveyed in a pandemic may be particularly unique to that reality. Morgan (2014) states that in pragmatism, actions "cannot be separated from the situation and contexts in which they occur" (p.26). The social justice perspective of this research acknowledges the impact of forces beyond the control of individuals (e.g. government and education policy and systems) (Schulze et

al., 2019) and so enables participant expression of such structural factors through open ended and 'any other comments', questions.

Pragmatism was also chosen because of its acceptance that the 'best fit' for the research problem should guide the choice of philosophical and methodological approach (Tashakkori & Teddlie, 1998). In the spirit of 'best fit', a mixed method approach was taken using a questionnaire and descriptive statistics. These were used as a means of acknowledging the value of the collective perspectives of individuals experiencing some aspects of a shared reality due to their group status (i.e., parent, teacher, EP), through reporting the percentages of respondents selecting certain responses. However, at the same time, exploring participants' unique individual experiences through reflexive thematic analysis (TA) of qualitative data (Braun & Clarke, 2019). TA was selected because the absence of an innate guiding theory in TA means that it fits comfortably within a pragmatist paradigm (Braun & Clarke, 2020). Of the myriad TA types, reflexive TA was selected because it recognises that analysis 'is a situated interpretative reflexive process' (Braun & Clarke, 2020, pp.6-7). This seems ethically important in that it notes the very real influence and resource of the researcher in research.

In pragmatism, the focus is on the practical outcome of the research rather than the methods (Kaushik & Walsh, 2019). In this vein, in the current research, the method was tailored to facilitate the practical outcome of enabling PICL understanding and effective collaboration between parents and professionals, in order to support all CYP to have the best educational experience and outcomes as a foundation for adulthood.

## **Participants**

Participants in this study were a total of 117 UK based individuals who were either parents of, or worked with, 4–16-year-olds. This included 44 parents, 42 teachers and 31 EPs. Participants were recruited using a convenience sampling method whereby individuals could consent to participate using an online link shared via social media and LEA staff. There was no limit to the number of participants from these groups who could participate.

## **Design**

This study was primarily qualitative research in its philosophical underpinning. However, a mixed-methods design was used to elicit qualitative and quantitative data (through open and closed questions respectively). This allowed triangulation of data from participants (Flick, 2018). It was qualitative in that it sought to explore how the psychosocial processes of PICL and PICL support are shaped by what Yardley (2017)

describes as “all the people, activities and understandings that make up their ever-changing context” (p.295).

The use of online questionnaires was chosen over interviews or focus groups to reduce the risk of social desirability bias influencing which views participants chose to share, through enabling anonymous participation (De Leeuw, 1992; Presser & Stinson, 1998). It was also thought that this method would enable more equal access to participation as knowledge of how to use virtual meetings, and the ability to commit to a set interview time with a researcher, were not required. The Coronavirus pandemic local lockdowns prevented face to face interviews.

The online questionnaires were designed by the lead researcher specifically for the current study because a search of the literature revealed that pre-existing questionnaires were not appropriate for answering the research questions. This was either because they did not ask all the relevant questions they used non-UK terminology, they did not include questions regarding the importance of CYP succeeding in school, they focused on parent involvement in school or *measuring* PICL rather than *views about* PICL, or they were so long that it was thought that this could deter less literate parents or those less interested in PI from participating (Izzo et al., 2000; Kohl et al., 2000; Midgett, 2000).

To ensure that parents did not assume PICL to only refer to that occurring in school, brief examples of PICL were given at the start of each questionnaire that could occur in any location: ‘reading, writing, maths and other areas of learning’. The phrase ‘other areas of learning’ was thought to highlight that learning is not limited to academic subjects, e.g. it could include social and emotional skill development.

The three questionnaires (one for parents, one for teachers, and one for EPs) were adapted from one main template so that they made sense to the intended participants. Their design was informed by the Ajzen’s theory of planned behaviour (1991) which posits that actual behaviour requires intentional behaviour which is determined by individual’s attitudes, beliefs, subjective norms and perceived controls and is backed by research indicating that actual behaviour is linked to intentional behaviour (Lieberman & Alt, 2010). Considering this, it seemed likely that actual PICL and support for it, could reasonably be explored using these elements. Questions regarding the importance given to PICL/supporting it, willingness and happiness with the amount of time spent doing it and views about support from teachers and EPs, were designed to elicit participants’ attitudes and beliefs, and behavioural intention. Questions about what would make it easier to do PICL/support for it were designed to elicit perceived controls (barriers).

Questions were included in the questionnaires that offered practical and specific information for key stakeholders regarding how participants wanted to be supported in doing or supporting PICL. This was in recognition that support may be most effective if it acknowledged the nuanced ways in which individuals might like to receive it. For example, separate questions were asked about how parents wanted to be a) informed about PICL support available b) asked if they would like to access that support and c) receive that support.

The questions touch on three types of PI most relevant to PICL (rather than to parent involvement in school) from Epstein's (2006) framework of family engagement; parenting, communicating and learning at home. They are also influenced by theory and research highlighting the importance of understanding individuals' beliefs, self-efficacy, resources and communication preferences regarding PICL, and other stakeholders (EEF, 2018; Estyn, 2018; Walker et al., 2005).

Questions about the importance of children succeeding in school were asked because the literature suggests that professionals can make assumptions about parents' beliefs in this area, which can influence professional behaviour regarding PI (McDermot & Rothenberg, 2000; Schneider & Arnot, 2018). This study used the term 'help' alongside involvement in participant documents and the questionnaire, because it was thought that the word 'help' (whether offering CYP resources, praise, guidance or a supportive presence) would help clarify for participants, what PI hopes to achieve (i.e. involvement that 'helps' CYP).

## **Ethics**

This study received ethical approval from the Cardiff University Board of Ethics. Questionnaire links required participants to read a participant information sheet and consent form and select 'agree' or 'disagree' to the information presented. Selecting 'agree' would enable access to the questionnaire which ended with debrief information, including sources of support. Any data provided by participants was treated in accordance with the UK Data Protection Act 2018. Participants were able to withdraw at any time, however, they were informed that any data entered into the questionnaire could not be removed.

## **Procedure**

*Recruitment (September 2020 - February 2021).*

- 1) A gatekeeper letter (see Appendix B), information sheet, and consent form for parents, teachers and educational psychologists (see Appendix C), links to questionnaires for parents (see Appendix D), teachers (see Appendix E) and EPs (see Appendix F) and debrief information (see Appendix G), was emailed to principal educational psychologists in Newport, Caerphilly and Rhondda Cynon Taff EPSs in South Wales. These were services that the researcher had contact details for due to previous work with these services.

The gatekeeper letter invited principal EPs and EPs in their team to participate in the research and asked them to disseminate the gatekeeper letter to headteachers in their LEA, along with the documents and links contained in that email. EPs were asked to invite parents and teachers in their schools to participate.

- 2) Links to the questionnaires were made available to UK based parents of, and teachers and EPs working with, 4–16-year-old children via online groups relevant to parents, teachers and EPs on two occasions during the recruitment period (see Appendix H). This included an invitation to share the posts with their online contacts. Questionnaire links were presented twice to maximise the number of people that would see the invitation to participate in the research. EPs with a large following of EPs on twitter were tagged in the research's initial invitation, to ask if they would retweet it so that more EPs would see it. A researcher personal data research form was completed (see Appendix I).

### *Data analysis*

Data was analysed using descriptive statistics for the quantitative data, and inductive reflexive TA (Braun & Clark, 2019), for the qualitative data. A table of participant characteristics was created (Appendix J). Inductive TA meant that codes were generated from the data rather than from a pre-determined set of codes or theory; therefore, perspectives not raised in existing literature could be captured and TA could be used to “develop a detailed descriptive account” of participant views (Braun & Clarke, 2013, p.178) or “descriptive overview of semantic meaning” (p.8). However, the analysis was inevitably shaped by the researcher's knowledge and view of PI and related subjects, and their worldview and epistemology (Braun & Clark, 2013). Care was taken to ensure that themes linked substantial portions of the data together (DeSantis & Ugarriza, 2000).

The reflexive TA involved the following process that was repeated for all 3 participant groups:

- 1) Familiarisation with the data through reading through it.



- 2) To sufficiently retain the detail of participant responses within themes to enable a pragmatist application of themes, data were coded using a combination of semantic (explicit) and latent (implicit) coding (Braun & Clarke, 2006).
- 3) codes were then grouped according to similarity and refined.
- 4) they were then further grouped under initial themes.
- 5) themes and sub-themes were then finalised.
- 6) a thematic map was then created for that participant group.
- 7) a table of qualitative data themes, sub-themes and illustrative quotes regarding views about PICL was then created (see Appendix K).

## Results

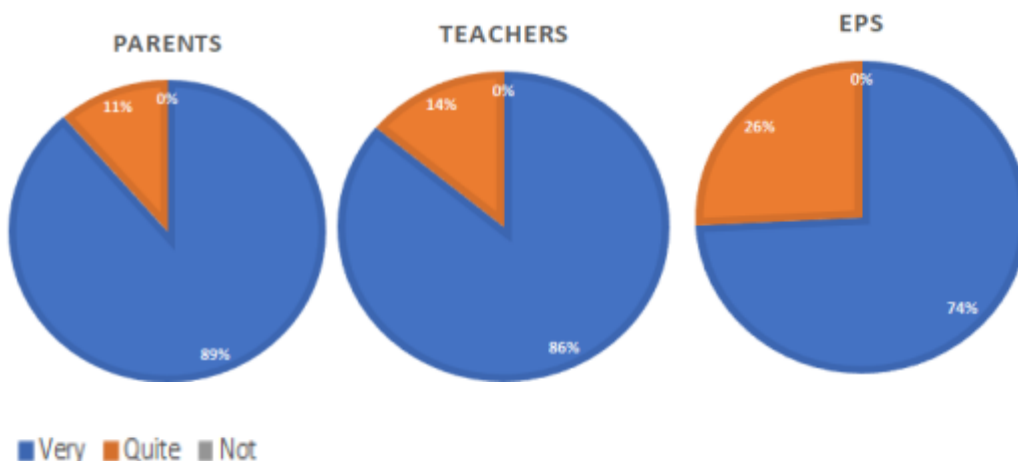
As this study's main focus is PICL, data pertaining to research questions 3-6 regarding the importance of children succeeding in school, which were secondary research questions, is included (see Appendix L). An example of how codes were translated into themes is in Appendix M.

### **RQs 1, 2 and 3: parent, teacher and EP views of PICL**

Descriptive statistics for the quantitative data regarding views about PICL and how they link to themes will be presented before thematic maps for the qualitative.

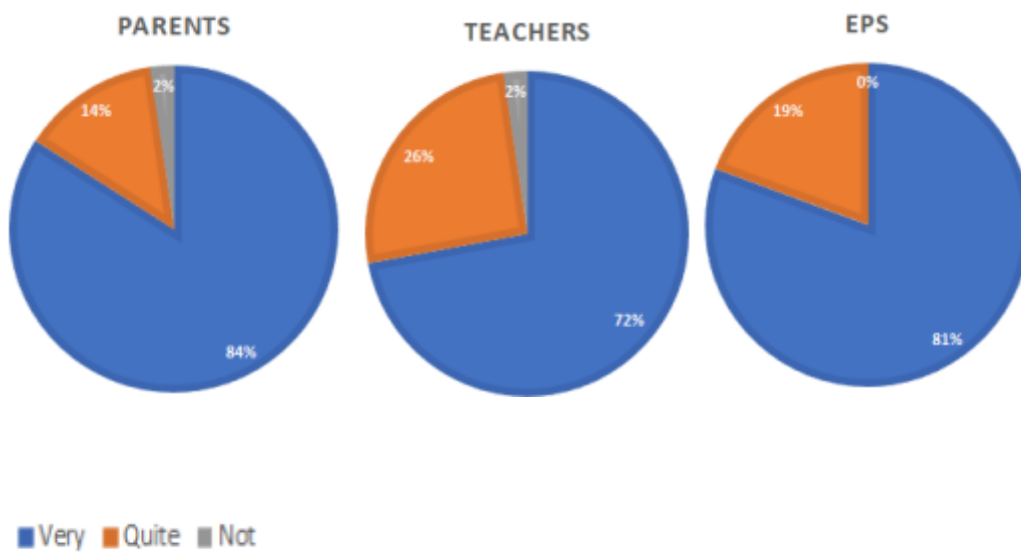
**Figure 2**

*Parent ratings of the importance of helping children with their learning and teacher and EP ratings of the importance of supporting parents to help their children with their learning.*



**Figure3**

*Parent ratings of their willingness in helping their children with their learning and teacher and EP ratings of their willingness in supporting parents to help their children with their learning.*



Figures 2 and 3 show that the majority of parents (89%) rated PICL as *very important*, and 84% rated themselves *very willing* to do it. These findings are supported by the themes 'value of PICL and PICL support', and 'parent factors', and the sub-themes 'less academic CYP' and 'beliefs'. 11% of parents rating PICL *quite important*, is supported and explained by the themes 'holistic needs', 'wellbeing', 'guidance on child's needs', 'PICL skills', 'bespoke to the child' and 'parent factors' and the sub-themes 'family wellbeing before learning', 'need', 'willingness' and 'beliefs'.

86% of teachers rated PICL support as *very important* and 72% rated themselves *very willing* to do it. This is supported and explained by the themes 'PICL and supporting it benefits CYP especially now' and 'parents need holistic support' and the sub-themes 'wellbeing and success', 'role-models matter', 'supporting parents supports CYP', 'personal challenges (mental health, literacy, poverty, own schooling)', 'knowing expected to engage in child's learning' and 'knowing how to do PICL'. 14% of teachers rating PICL support as *quite important* and two percent being not willing to do it, is supported and explained by the theme 'facilitators of support for PICL' and the sub-themes 'barriers to supporting PICL', 'conditional (PICL can negatively affect classroom learning, parents may not engage, home-schooling enabler and barrier to PICL support)'.

74% of EPs rated PICL support as *very important* and 81% rated themselves as *very willing* to do it. This is supported and explained by the themes 'value of holistic PICL and supporting PICL', and the sub-themes 'long-term positive impact', 'whole system collaboration and ownership' and 'holistic consistent home school understanding of CYP need' explain this finding. 26% of EPs rating PICL support as *quite important*, and 19% rating themselves as quite willing, is supported and explained by the themes 'the role of school staff', 'the role of EPs in PICL', 'EPS/Local authority role in PICL' and 'EP needs re PICL' and most of the related sub-themes.

**Figure 4**

*Parent ratings of their skill in helping their children with their learning and teacher and EP ratings of their skill in supporting parents to help their children with their learning.*

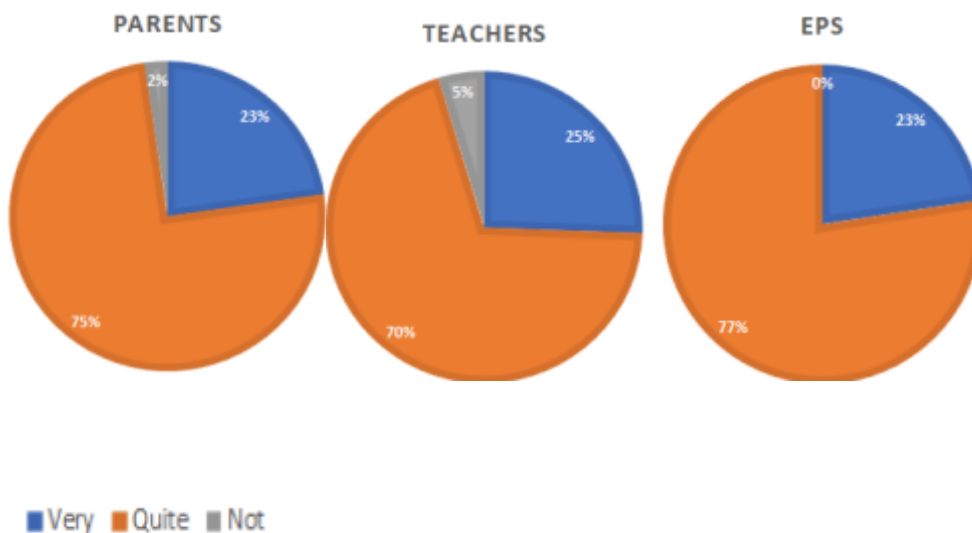


Figure 4 shows that 33% of parents rated themselves as very skilled in PICL, 75% of parents rating themselves as *quite skilled* in PICL and 2% as *not skilled*. These findings are supported by the theme 'varied holistic communication support and information' and

the sub-themes 'wellbeing, guidance on child's needs' and sub-theme 'skill and experience', where parents noted that they needed these things.

70% of teachers rating themselves as *quite skilled* and five percent as *not skilled* in supporting PICL is supported and explained by the sub-themes 'opportunities to build home school relationships' and 'teacher training' where teachers noted they were lacking in this and that it would increase their skill.

77% of EPs rating themselves as *quite skilled* in supporting PICL is supported by the sub-themes 'CPD re PICL' and 'more time and opportunities to build experience and skills' where EPs noted they were lacking in these.

### Figure 5

*Parent ratings of whether they spend more, less or are happy with the amount of time they spend helping their children with their learning and teacher and EP ratings of whether they spend more, less or are happy with the amount of time they spend supporting parents to help their children with their learning.*

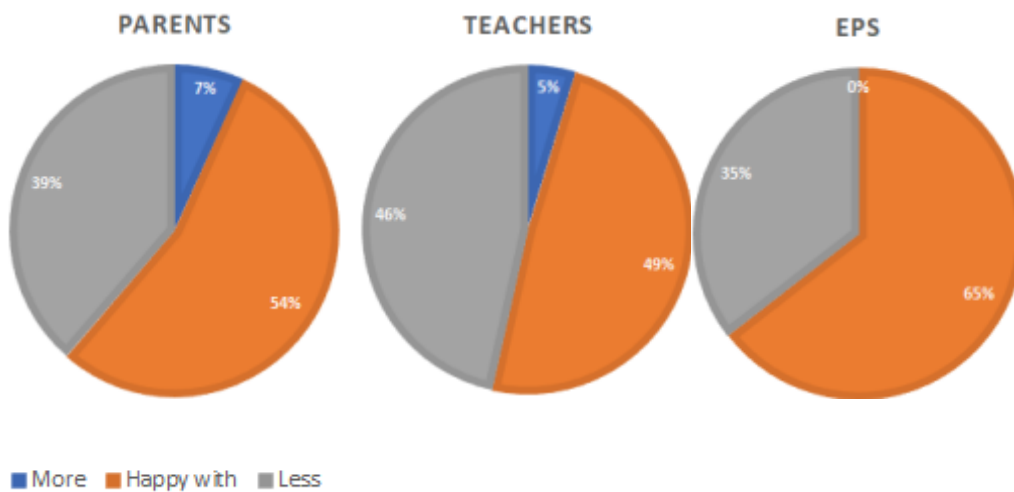


Figure 5 shows that the majority (54%) of parents are happy with the amount of time they spend support supporting their children's learning, 39% spend less time than they would like and 7% spend more time than they would like. The majority of teachers (49%) are happy with the amount of time they spend supporting PICL, 46% spend less time than they would like, and 5% spend more time. The majority (65%) of EPs spend more time than they would like supporting PICL, and 35% spend less time.

**Table 1**

*The three most highly rated communication or support preferences for parents, teachers and EPs.*

*Please note, that because not all preferences are displayed, the percentages do not add up to 100.*

<b>PICL communication or support preference</b>	<b>Parents Order of preference (%) raw score</b>	<b>Teachers Order of preference</b>	<b>EPs Order of preference</b>
<b>Frequency of communication regarding support teachers or EPs could offer</b>	Once a week (37%) 17 Once a month (33%) 14 One a term (26%) 11	Once a month (37%) 16 Once a week (33%) 14 Once a term (23%) 11	Once a term (30%) 9 Once a month (20%) 6 Once a week (20%) 6
<b>Kinds of support parents would like teachers to offer them, and teachers and EPs would like to offer</b>	How to help children want to try harder with learning (17%) 24 How to help children to enjoy school (17%) 24 How to help children to succeed in school (16%) 22	How to get help with parents' own reading, writing, or maths skills (16%) 40 How to help children with reading (15%) 38 How to help children to succeed in school (15%) 37	How to help children to enjoy school (17%) 30 How to help children to succeed in school (15%) 26 How to help children with writing, maths and reading (all 14%) 24
<b>Communication methods for parents to be informed by teachers or EPs about how they could support them.</b>	A private pre-arranged meeting in the school (73%) 32 A private chat between parent and teacher at school pic-up (61%) 27 In a private email (56%) 25	By advertising support on the school's website (70%) 31 In a letter sent home with children (70%) 31 A private pre-arranged meeting in the school (68%) 30	A private pre-arranged meeting in the school (71%) 22 In a private phone call between EP and parent (52%) 16 In a group pre-arranged meeting with 2-3 other parents at school (45%) 13
<b>Privacy level for parents to be asked by teachers or EPs if they want support.</b>	I do not mind (50%) 21 Privately (45%) 18 With other parents (5%) 2	I do not mind (56%) 25 Privately (28%) 12 With other parents (16%) 7	Privately (52%) 16 I do not mind (48%) 15 With other parents (0%) 0
<b>What would make it easier for parents to talk to teachers regarding support wanted and for teachers and EPs to talk to them.</b>	Having a time arranged for me to talk to the teacher (14%) 32 The teacher telling me that I can talk to them (13%) 29 Being able to email the teacher (12%) 28	Having protected time specifically allocated for this work (19%) 37 Knowing that senior staff supported me in this role (18%) 34 Working with an EP to plan this work (16%) 31	Having protected time specifically allocated for this work (18%) 24 Working with teachers to plan this work (18%) 24 Knowing that senior staff supported me in this role (16%) 21

<p><b>Parents being asked about what support they would like to receive and teacher and EPs asking parents that.</b></p>	<p>Face to face at school pick up (33%) 15</p> <p>Email (33%) 15</p> <p>Phone call (16%) 7</p>	<p>Face to face at school pick up (33%) 14</p> <p>In a meeting at a time other than school pick-up (28%) 12</p> <p>Email (28%) 12</p>	<p>In a meeting at another time (65%) 18</p> <p>Email (22%) 6</p> <p>Face to face at school pick up (7%) 2</p>
<p><b>Parents receiving support from teachers and teachers and EPs giving support.</b></p>	<p>In a private email (64%) 27</p> <p>In a private pre-arranged meeting in the school (63%) 27</p> <p>In a letter sent home with my child(ren) (59%) 24</p>	<p>In a private pre-arranged meeting in the school (67%) 29</p> <p>In a letter sent home with my child(ren) (67%) 29</p> <p>By advertising on the school's website (62%) 26</p>	<p>In a private pre-arranged meeting in the school (73%) 22</p> <p>In a private phone call between me and the parent (55%) 16</p> <p>In a group pre-arranged meeting with 2-3 other parents at school (52%) 15</p>

*Note.* All communication and support preferences elicited in the study are graphically represented and fully described in Appendix L.

**Figure 6**

*Parent ratings of how happy they are to receive support (if they wanted support), from EPs to support them to help their children with their learning, and teacher and EP ratings of how happy they are to work with each other to support PICL.*

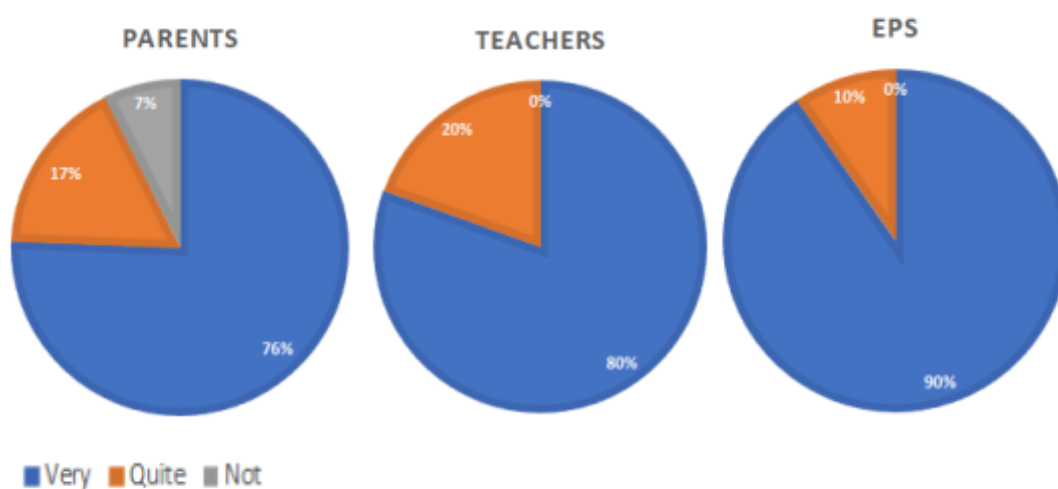


Figure 6 shows that the majority of parents rated themselves as *very happy* (76%) to receive PICL support (if they wanted it), from EPs. This is supported and explained by the sub-themes ‘experience and knowledge’ and ‘independent view’, where parents describe these as benefits of EP support. A quarter of parents rated themselves as either *quite* (17%) or *not happy* (7%) to receive support from EPs and the sub-theme ‘conditional’ explains why this may be the case.

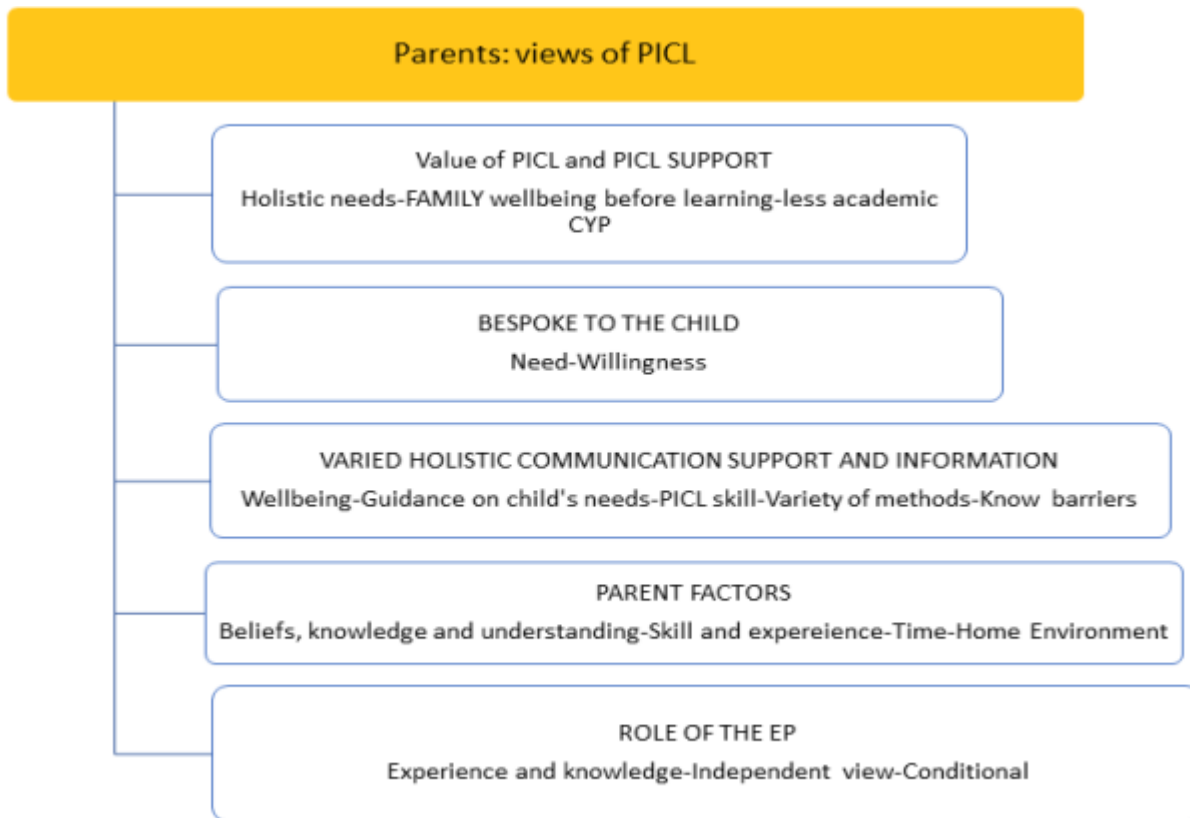
The majority of teachers (80%) rating themselves as being *very happy* to work with EPs regarding PICL is supported and explained by the sub-themes ‘valuable additional contribution to PICL’ and ‘collaboration with teachers enhances PICL’. Twenty percent of teachers reported being *quite happy* to work with EPs as supported and explained by the sub-theme ‘delays in support for CYP’.

The majority (90%) of EPs rating themselves as being *very happy* to work with teachers regarding PICL is supported and explained by the sub-themes ‘whole system collaboration and ownership’, ‘work through teachers’, ‘train and support parents and school staff’, and ‘liaison with school staff and other services’ where EPs wrote about working with and via teachers, whom many EPs saw as having a better opportunity to support parents directly. 10% of EPs rating themselves as being *quite happy* to work with teachers may be explained by the sub-theme ‘prioritise more EP time for PICL’ and the themes ‘EPS/Local Authority role in PICL’.



**Figure 7**

*Thematic map of parents' views of PICL.*



*Note.* Themes are in capitals, sub-themes are underneath.

Figure 7 shows themes relating to parent views about PICL (in capital letters) and sub-themes (in small case). Each will now be described with themes (underlined) and sub-themes (not underlined).

**Table 2**

*Parent PICL: theme and sub-theme descriptions with example respondent quotes.*

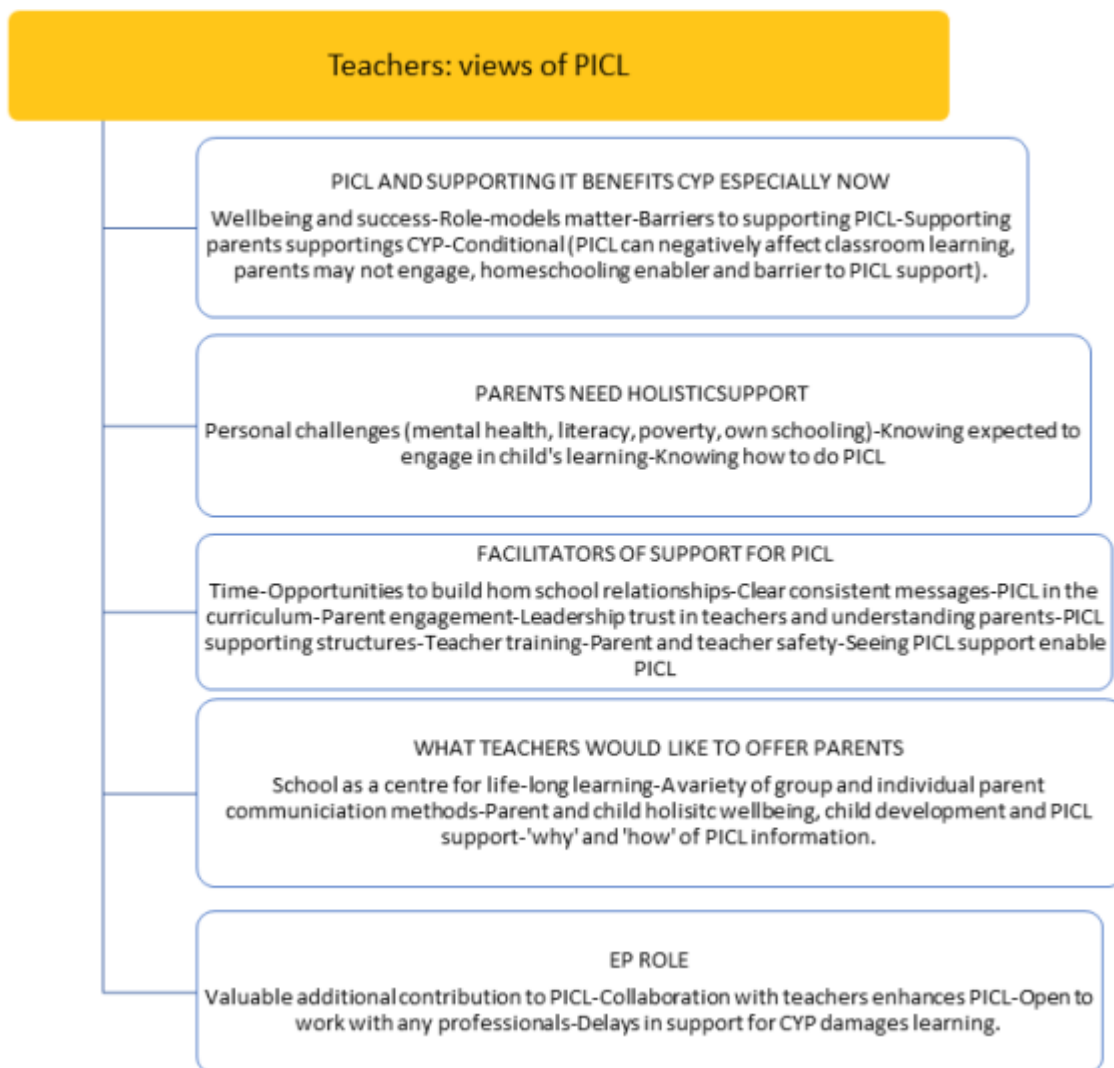
<p><b><u>Value of PICL and PICL support parents</u></b> recognised this and would be more willing to do PICL if they saw its benefits. <b>Holistic needs</b> (the needs of the whole person) should be acknowledged and supported. <b>Family well-being before learning</b> should be prioritised. <b>Less academic CYP</b> need their needs met before PICL is important. <i>“A parent’s support to their child learning during school is helpful to the child’s motivation as well as their educational understanding”</i></p>
--

<p><b><u>Bespoke to the child</u></b> PICL and support is needed that is specific to each CYP. <b>Need</b> (e.g., their child is falling behind, school is not meeting their child’s needs) and <b>willingness</b> (of the child to accept PICL), determined PICL.</p> <p><i>“If they have difficulty learning at school”</i></p>
<p><b><u>Varied, holistic, communication, support, and information</u></b> regarding support provision, learning objectives, teaching methods and positive feedback support PICL. <b>Wellbeing, guidance on their children’s needs</b> and <b>PICL skill</b>: parents want support in these. <b>Variety of methods</b>: this meets the needs of all parents. <b>Know barriers</b>: parents want school staff to know these regarding PICL.</p> <p><i>“Appropriate child specific work from the teacher to help focus on their child’s needs.”</i></p>
<p><b><u>Parent factors</u></b>: elements unique to parents explain their views on PICL. E.G. <b>Beliefs</b> about success, parents’ responsibility to help their children, to collaborate with school, and children’s ability to catch up later. <b>Knowledge and understanding</b> parents thought they lacked this regarding the curriculum and how to support learning and need time to learn. <b>Skill and experience</b>: parents thought they lacked this, particularly in maths, Welsh and IT, resulting in confusion. They wanted training from school in a wide range of areas. <b>Time</b> lack of this is a barrier to PICL due to a range of responsibilities. <b>Home environment</b> lack of a quiet space to do PICL, of structure and too many distractions are barriers to PICL.</p> <p><i>“If I had more time when not working, I would be able to spend more with them”.</i></p>
<p><b><u>The role of the EP</u></b>: parents’ views on this included <b>Experience and knowledge, independent view</b>: EP support could improve learning ability in CYP because EPs are considered experts and could assess needs objectively. <b>Conditional</b> the acceptability of EP support depends on child need, what it involves, whether it was helpful and the degree to which it was tailored to child and parents’ views.</p> <p><i>“Understanding how to build resilience is really important and having an independent view would be helpful as it is easy to miss/misunderstand when so close.”</i></p>

*Note. Themes are in bold and underlined, sub-themes are in bold. Please see Appendix K for tables of relevant quotes.*

**Figure 8**

*Thematic map of teachers' views of PICL*



*Note.* Themes are in capitals, sub-themes are underneath.

Figure 8 shows themes and sub-themes relating to teachers' views about PICL. Each will now be described with themes (underlined) and sub-themes (not underlined).

**Table 3**

*Teacher PICL: theme and sub-theme descriptions with example respondent quotes.*

**PICL and supporting it benefits CYP especially now:** it enables CYP's success, support for parents, and the pandemic requires home-learning. **Wellbeing and success** are enabled by PICL, unless confusing PICL. **Role-models matter** for CYP parents to learn values about education, routines and behaviour. **Barriers to supporting PICL** teachers lack sufficient time and resources. Homework should be minimal at primary school. **Supporting parents supports CYP** and so supporting PICL supports CYP. **Conditional (PICL can negatively affect classroom learning, parents may not engage, home-schooling enabler and barrier to PICL support)** these affect teacher support for PICL.

*"Supporting mental health, independence skills. Basic parenting skills support for those who need it."*

**Parents need holistic support:** to enable PICL to be useful, targeted and to reinforce school techniques. **Personal challenges (mental health, literacy, poverty, own schooling)** These impact parent confidence, skill, PICL and children's outcomes. **Knowing expected to engage in child's learning and knowing how to do PICL:** this necessary for PICL and is lacking.

*"This is long over-due, mental health problems with parents and subsequently with children underlie just about all of the difficulties children and teachers face."*

**Facilitators of support for PICL:** include **Time:** would enable more teacher support **Opportunities to build home-school relationships** which make children feel valued, enable parents to solicit help and teacher skill development. **Clear consistent messages** for children via two-way home-school communication. **PICL in the curriculum:** mandatory, timetabled time for PICL support enables PICL support. **Parent engagement** enables teacher support for PICL but is lacking possibly due to the timing of PICL events or prioritising of social emotional learning. **Leadership trust in teachers and understanding parents:** this enables PICL support. **PICL supporting structures:** teachers have many ideas for these (whole school approaches, plans, home-visits, scheduled sessions, PICL staff).

**Teacher training** on how to support parents and sharing of successful practice, practical ideas and ready-made resources. **Parents and teacher safety:** feeling safe enables dialogue. **Seeing PICL support enable PICL:** seeing it working is a motivator.

*"More opportunity to work with parents. More contact."*

**What teachers would like to offer parents:** **School as a centre for life-long learning:** all aged family members accessing inter-generational learning and support. **A variety of group and individual parent communication methods:** to meet parent need. **Parent and child holistic wellbeing** support regarding social,

emotional, mental health, expectations, behaviour, curriculum and learning. **Child development and PICL support.** **‘Why’ and ‘how’ of PICL information:** to help parents understand the value of education and PICL and how parents can do PICL.  
*“A more holistic approach, in which school was one particular site of learning, into which all are welcome would provide a much better approach. In this way, all learners and their families (regardless of age or background) could come together as they needed, to access education.”*

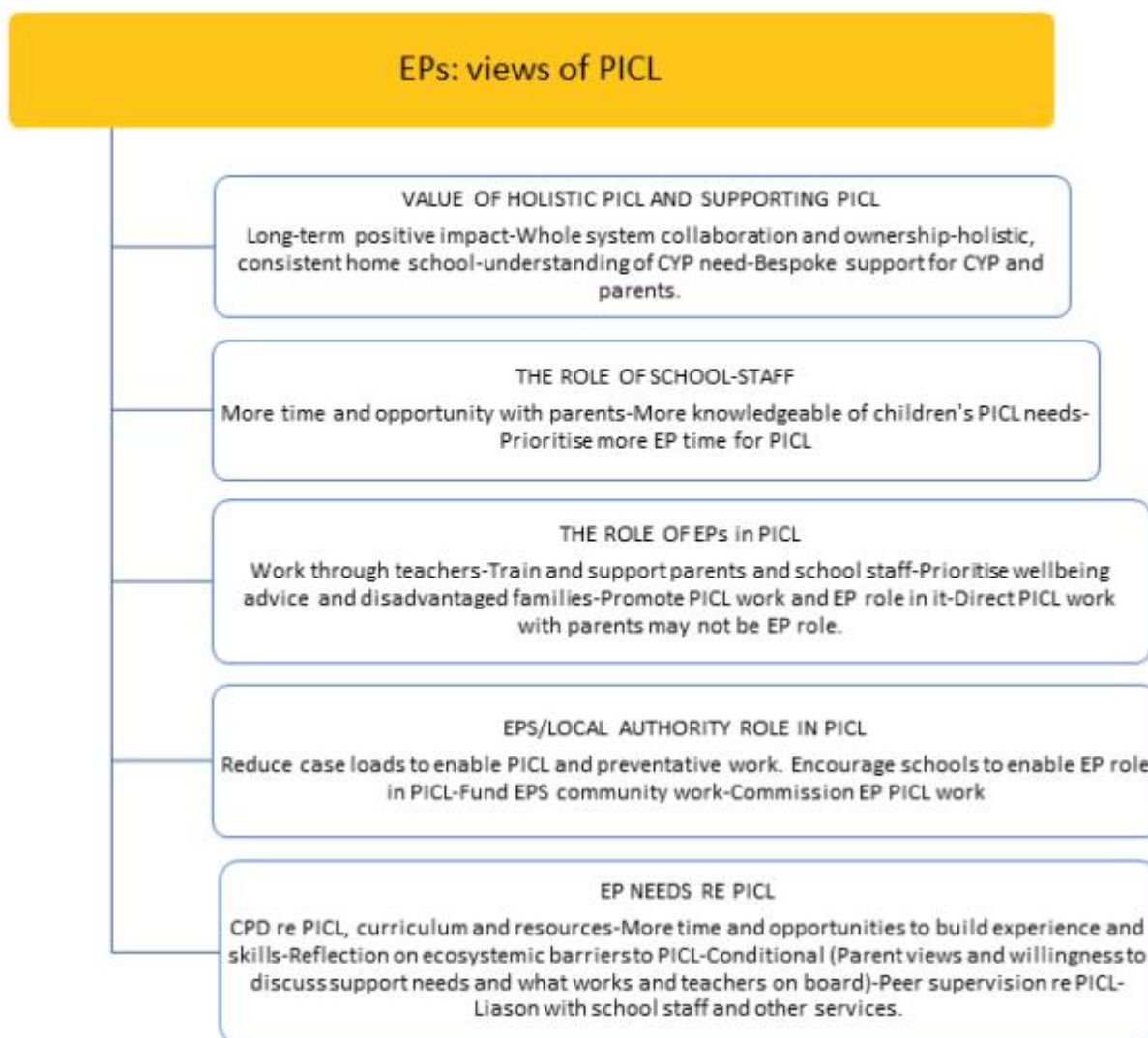
**EP role:** EPs bring a **Valuable additional contribution to PICL:** insight, skill, demonstrate good parent communication. **Collaboration with teachers enhances PICL:** working together brings specialist knowledge, skill sharing to reach more parents. **Open to work with any professionals:** any advice and help is welcome. **Delay in support for CYP damages learning** e.g., due to long waits to see EPs in Child and Adolescent mental health services.

*“Wealth of extra knowledge”*

*Note. Themes are in bold and underlined, sub-themes are in bold. Please see Appendix K for tables of relevant quotes.*

**Figure 9**

*Thematic map of EPs' views of PICL*



*Note.* Themes are in capitals, sub-themes are underneath.

Figure 9 shows themes and sub-themes relating to EPs' views about PICL. Each will now be described.

**Table 4**

*EP PICL: theme and sub-theme descriptions with example respondent quotes.*

**Value of holistic PICL and supporting PICL:** PICL benefits CYP and family relationships as parents are a vital resource for CYP. **Long-term positive impact:** empowering parents has a sustained impact on CYP. **Whole system collaboration and ownership** supporting PICL should involve teamwork and shared responsibility to enable co-constructed understanding, goals and stronger relationships. If schools manage PICL well, EPs may be unaware. **Holistic consistent home-school**

**understanding of CYPs needs** everyone understanding the entirety of these, enables support. **Bespoke support for CYP and parents:** tailored to need. PICL support contributes to parents' positive self-image and self-esteem.

*"It is a key part of the EP role to support parents in facilitating their children's learning where they need this help. It will increase the extent to which children achieve their potential and succeed at school. It will also contribute to development of positive relationships in the home environment and the child's feeling of home as a secure base where they will be supported. It will also contribute to parents' positive self-image and self-esteem".*

**The role of school-staff** School staff have a key responsibility for supporting parents. They have **More time and opportunity with parents:** EPs do not stay in the school system. Teachers can enlist parents to support learning and give support information.

**More knowledgeable of children's PICL needs** teachers know children's current learning progress and needs. **Prioritise more EP time for PICL** teachers need to do this to enable EP PICL support. E.G., use their service level agreement for parent training, allow parents to request EP involvement, focus less on the statutory EP role. Direct and systemic work is limited by schools' assessment priorities.

*"I have answered "quite" because I think that it is mainly teachers' role to help parents to support their child's learning. I think they are better placed to do this as they know the child better than we do as EPs. I think as EPs we take a broader view, and as I said before to me success in school goes beyond learning. But, in some cases it might be helpful for EPs to support parents with home learning if there are specific difficulties or areas the teachers are not equipped to help with."*

**The role of EPs in PICL** Some EPs thought they had a key role in this, (particularly since home learning) as long as PICL includes social, relational and emotional development, and is needed/wanted by parents or schools. EPs can identify barriers and support, help parents to reframe and reconstruct how they think about their child's challenges, bring a perspective beyond learning, and expertise in niche areas.

**Work through teachers to support PICL** EPs would be more willing to support PICL after teacher's knowledge of the curriculum, child and class was used so that parents receive information from one source. **Train and support parents and school staff** EPs wanted to do this regarding the value of PICL, wellbeing, learning and parenting related areas and to have more time with parents. **Prioritise wellbeing advice and disadvantaged families:** CYP's wellbeing and physical and emotional safety should be secured before supporting PICL and that some families needed more support.

**Promote PICL work and EPs' role in it:** EPs should do this within schools and local authorities. **Direct PICL work with parents may not be the EP role:** Some EPs thought this. One EP wrote that EPs being consultants for parents could build dependency on EPs. Another thought that EPs were not trained in pedagogy which they thought PICL was concerned with.

*"I do not necessarily feel that parents must provide schooling at home in the same way it is done at school (by professionally trained teachers). I feel parenting does involve teaching but the precursor to being able to learn is feeling safe and secure. I believe a parents role is to ensure their child feels safe and secure first and foremost and if this is achieved and the child continues to need academic support, I would be more than happy to provide ideas for parents to support their child's learning at home".*

**EPS/Local Authority role in PICL** EPs believed that this could involve the methods in the following sub-headings. **Reduce caseloads to enable PICL and preventative work** as well as addressing statutory responsibilities, time-allocation models and trading arrangements to increase EP capacity. **Encourage schools to enable EP role in PICL** e.g., by using traded time for parent support by strengthening the EPS-school relationship, including PICL in curriculum wellbeing plans, supporting schools systemically to develop their PICL support, enabling parents to request EP PICL support. **Fund EPS community work** to enable PICL. **Commission EP PICL work** at all levels e.g., through the EPS model/pathways and a Local Authority remit to train parents to increase EP willingness in supporting PICL.

*"It is vital. I think we are inhibited by the trading arrangements we work in as we interact with schools primarily and parents second. So, if this was to change or we had funding to work directly with communities this could help".*

**EP need re PICL** EPs needed **Continual Professional Development (CPD) re PICL**, and **Curriculum and resources** to enhance skills and knowledge.

**More time and opportunities to build experience and skills** to make EP PICL support common practice and enable more time to ask what parents want and need. **Reflection on eco-systemic barriers to PICL** to develop understanding and skills regarding attitudes, beliefs etc that are barriers to parent motivation. **Peer supervision re PICL and liaison with school staff and other services:** these could increase EP willingness to support PICL. However, EPs needs re PICL were **Conditional (parent views and willingness to discuss support needs and what works and teachers being on board)**. EPs said they would be more willing to support PICL if these things were in place.

*"Further training specifically designed around supporting parents. More time for this in service delivery models".*

Note. Themes are in bold and underlined, sub-themes are in bold. Please see Appendix K for tables of relevant quotes.



**Table 5***Themes and sub-themes that appeared in two or more participant groups*

Parents	Teachers	EPs
<b>The importance of succeeding in school</b>		
Holistic definition	Holistic definition	Holistic definition
Wellbeing	Wellbeing	Wellbeing
Reform Schooling	Reform Schooling	
Foundation	Foundation	Foundation
Success outside and beyond school	Success outside and beyond school	Success outside and beyond school
Bespoke to the child	Bespoke to the child	Bespoke to the child
	Success validates teaching/education	Success validates teaching/education
<b>Views of PICL and supporting PICL</b>		
Wellbeing	Wellbeing	Wellbeing
Holistic	Holistic	Holistic
Time	Time	Time
Bespoke to child		
Conditional	Conditional	Conditional

**Results summary**

The data presented above and in more detail in Appendices J, K, and L, illustrates the breadth and diversity of views held by each group. The highest proportion of parents, teachers and EPs selected the same responses to questions asking for general views about the importance of children succeeding in school or PICL/supporting it. However, there were some differences in the responses selected by the highest proportion of each group regarding the detail of PICL and PICL support preferences.

The qualitative data largely supports the findings of the quantitative data and provides insight into responses to closed questions. The only themes and sub-themes common to all three groups regarding the importance of succeeding in school and PICL, were

'holistic' and 'wellbeing'. Holistic definitions of school success and PICL that prioritise wellbeing and are bespoke to the child and family matter most to parents, teachers and EPs. Members of all three groups thought that feeling invited, permitted and supported by authority figures to do PICL and to support it increases willingness and ability to do it. Time to dedicate to PICL/supporting it, training and regular information sharing was thought to enable willingness and skill development through practice, knowledge of what works and how to implement it.

## **Discussion**

The study's results will be discussed in relation to the research questions, relevant research, and theory. Consideration will then be given to the strengths and limitations of the study, future research, and the implications for practice. It is important to note that the pragmatist positioning of this research does not assume that the findings here are enduring or can automatically be generalised outside of this participant group. This is because views expressed exist in an 'ever-changing context' (Yardley, 2016, p.295) which influences them over time. The pragmatist idea that knowledge is to some extent created by individuals to help them function in the world (GoldKhul, 2012), posits that espoused views may not reflect 'true' beliefs. Yet, they may still hold meaning, be the only reality available to researchers, and be valuable in informing practice.

### **Participant characteristics**

Considering that 20% of parents had a child that had been eligible for free school meals at some point (the national average is 17% (EEF, 2021)), and a fifth did not own enough devices for home learning, the data may include the views of parents who have, or previously had, lower SES. Emerging findings from a survey of British parents' views are that 18% of parents of FSM eligible children responded that their child was struggling to keep up with their schoolwork during home learning due to the pandemic and 41% said they felt unconfident about supporting their child with home learning, compared with 8% and 28% respectively, of parents from other households (EEF, 2021). This highlights the importance of understanding the views of parents of FSM children and suggests a need for further research in this area, considering that the current study did not isolate the views of these parents.

For their child who was helped the most with learning by at home (before home learning), 82% of parents rated that child as being helped for 2 or more hours a week (at least 17 minutes day if averaged across 7 days). It is not clear to how the current study's parent reported PICL compares with that in other studies due to differences in how different studies word questions and sample from the larger population. However, the findings suggest that the majority of parents in the current study engage in PICL.

In a survey of parents in Wales, only 54% of parents helped their child every day with letters, reading or writing and 39% helped their child every day with maths or numbers (National Survey for Wales, 2018). However, parents in the Welsh survey may actually help their children more than in the current study (just not every day of the week). Alternatively, the Welsh survey may have included parents with lower levels of PI.

Furthermore, parents in the Welsh survey may have demonstrated PICL in ways that the survey did not measure as it only asked about literacy and numeracy e.g. through facilitating access to outings, resources or providing support with social/emotional skills or to learn independently. That being said, the same could be true for the current survey as, although it was not only referring to PICL in literacy and numeracy, because it gave these as examples of PICL, parents may have answered with primarily literacy and numeracy in mind.

In the National Survey for Wales (2018) results are weighted to ensure that the results reflect the age and sex distribution of the Welsh population. As this was not the case in the current study, it may be that the current study's findings represent the views of a particular sub-set of parents in the UK. The same could be true of the Welsh survey in relation to other aspects of the Welsh population (e.g. ethnicity and poverty) as results were not weighted to reflect the distribution of these. The Welsh survey involved a random sample and involved 10,493 interviews.

The Welsh survey's use of a larger randomised sample rather than a smaller self-selected sample (as in the current study) may mean that the Welsh survey was more likely to be representative of the Welsh population than the current study was representative of the UK population. However the pros and cons of interviews over online questionnaires may have resulted in certain parents refusing participation in the Welsh survey than the current survey and vice versa.

***The importance of children succeeding in school, of PICL/supporting it and willingness to do so.***

This study's findings suggest that the majority of parents, teachers and EPs value school success and PICL/PICL support, and are willing to participate in PICL/PICL support. This echoes findings that 86% of parents want to play an active role in their children's education (Parentkind 2020), that most teachers believe that parental engagement has a positive impact on their school (PTA UK, 2017), and that EPs support PI to some extent (Darter-lagos, 2003; Kaleshi, 2010). However, these appear to be the first findings regarding UK based EPs.

Parents who believed that school success should be measured holistically but thought that the questionnaire was referring to success and PICL in purely academic terms, rated school success and PICL as less important, partly because they wanted wellbeing, social and life skills, and less academic CYP to be better catered for in school before they could rate it as very important. This is in line with findings that 88% of parents in a UK wide survey agreed with the statement 'A good education for my child goes beyond exam results' and a greater majority wanted wellbeing to be prioritised than wanted curriculum and learning prioritised (Parentkind 2020). Teachers and EPs also highlighted that their rating for school success and support of PICL depended on whether the definition of each was holistic and measured wellbeing, social skills and a bespoke consideration of CYP's needs.

For some individuals in all three groups, a lower rating of the importance of children succeeding in school or of PICL/PICL support, also appeared to reflect a belief that success opportunities were not school bound, rather than having no value. 'Reform schooling' being a sub-theme common to both parents and teachers regarding school success, suggests that they share a desire for improvements in the school system.

The theme 'child-centred', reflects parents' desire for their child to be seen and supported in a bespoke manner for the curriculum to be relevant to them, and PICL or success to be rated highly. It echoes recommendations that schools ensure that communication with parents is personalised and focused on children's specific strengths and areas for development (EEF, 2018; Estyn, 2018). A study which considered how much parents value school success, found that parents differed in how much they valued academic and social success (Ryan et al., 2010). The findings of this and the current study highlight the differing definitions of success and PICL held by individuals and the importance of looking beyond statistics before drawing conclusions about values held by individuals (Snell et al., 2009).

Parents, teachers and EPs who rated support for PICL as less important, or that they were only quite willing or not willing to support it (even if they thought it was important), wrote of the barriers to PICL or that many of the facilitators of support for PICL, did not exist sufficiently. Some teachers and parents felt that their current responsibilities meant that without sufficient facilitators they were unable to support PICL more. A majority of UK-based teachers have cited difficulty with excessive workloads (Teacher workload survey, 2019). Arguably wider system adjustments to workloads are essential, if teachers are to increase their support for PICL.

Dissonance between parents' attitudes, values and intentions regarding PI, and their actual behaviours, has been explained by parents not having friends and neighbours that

demonstrated PI (Bracke & Corts, 2012). Similarly, McGuiggan (2021) noted that whether EPs viewed children as existing within their wider systems or solely within education, was linked to how they worked with families, as did whether they thought EPs should work across the child's school and family systems or remain outside of the family system. Where parents, teachers and EPs 'locate' children and their learning, and their perception of subjective norms (what seems socially acceptable) in their role (Azjen, 1991), may in turn affect how they rate importance and their willingness in relation to supporting PICL. One teacher wrote that they would be more likely to PICL if they saw their colleagues doing so, and an EP wrote that if it was more common practice, they would be more likely to support PICL.

EPs in the current study identified how schools, EPSs and local authorities could enable EP PICL support and what they needed. Akin to some parents and teachers, EPs' current role and the structure of systems may mean they do not feel that they can rate PICL support as very important because of time constraints, government legislation connecting ALN assessment to resources, the historical assessment remit of the EP role and a lack of policy clarity regarding the EP role in this area, which were found to be barriers to EP use of therapeutic interventions (Atkinson et al., 2011; Hoyne & Cunningham, 2019; Stobie et al., 2005). Conversely, facilitative relationships with school staff (schools valuing the EP role in this area and providing access to it), supervision, CPD and practice opportunities, have been found to be enablers of EP use of therapeutic interventions (Atkinson et al., 2011; Hoyne & Cunningham, 2019; Suldo, et al., 2010). These findings echo the themes in the current study and suggest that challenges to EP support of PICL may not be unique to this area.

### **Skill and self-efficacy regarding PICL and PICL support**

All three groups containing individuals who did not rate themselves as very skilled in PICL/PICL support, suggests that work to develop skills in this area for those who want it, may enable PICL and support for it. In a survey of parents in England, only 68% thought that school communication around ways to support children's learning at home were quite or very effective (Parentkind, 2020). In Wales, only 50% of primary school parents and a minority of secondary school parents surveyed stated that their child's school helps them well regarding PICL (Estyn, 2018). A guidance report regarding working with parents to support children's learning recommended that schools provide practical strategies to support learning at home (EEF, 2018). These findings suggest that parent PICL skill or self-efficacy and so PICL, could be developed through improved information sharing and skill support for parents.

One way to do this could be via training, as positive outcomes have been found following training in PI for parents and teachers (Jeynes, 2018; Herman & Reinke, 2017). Furthermore, there is evidence that EP metacommunication, self-efficacy and willingness significantly increased following online training (Calvert et al., 2020); the same could be achieved regarding PICL support.

### **The importance of permission and service facilitators for PICL support discussions**

Regarding what would make it easier for parents to talk to their children's teacher about PICL support or for teachers an EPs to talk to parents, the greatest proportion of parents rated methods that involved having explicit or implicit permission to talk to their children's teacher. This concurs with findings that teacher invitations enable PI (Hoover-Dempsey et al. 2001; Deslandes & Bertrand, 2005), and guidance that teacher availability is good practice in school-home communication (Estyn, 2009, 2018). The greatest proportion of teachers and EPs rated having permission to talk to parents through protected time specifically allocated for PICL work. Teachers equally rated knowing that senior staff supported them in that role. The need for this may be explained by findings that school leaders can assume that teachers know how to work with parents effectively and few have a plan for how they should do so (Axford et al. (2019). Knowing they are supported by senior staff, could enable PICL and its support by increasing subjective norms that it is 'what we do' (Ajzen, 1991). EPs equally rated working with teachers to plan this work, which was explained by the idea that teachers' more frequent access to parents, puts them in the best place to offer PICL support.

### **Preference for private face-to-face communication methods**

The greatest proportion of all groups preferring to communicate through private face-to-face communication methods, is in line with recommendations that communication with parents should be personalised, tailored to need, and findings that parents prefer face-to-face communication (EEF, 2018; Estyn, 2018). However, the findings that all groups were not keen on digital or group communication methods, was not clearly supported by the qualitative data for parents which implied that parents welcomed a range of methods. Parents have previously rated digital applications as their favoured form of digital communication, yet their use in schools is less widespread than direct text messages or social media (Estyn, 2018), which may explain views in the current study.

The sub-themes parent and teacher safety, where teachers wrote about confidentiality concerns with digital communication, and fears that certain forms of communication left teachers unable to prove what was communicated to parents if disagreements arose, may also explain these findings and be because many schools do not know how to manage the risk associated with social media accounts (Estyn, 2018). Addressing teacher fears regarding digital communication support may be important where the majority of parents desire it.

Furthermore, evidence suggesting that text message communication can be effective in supporting PICL (particularly for engaging fathers) suggests that less preferred methods should not be discounted (Hurwitz et al, 2015; Miller et al, 2016). Estyn (2018) found that only a few schools enquire about parents' communication preferences; improvements in this may better enable PICL support.

### **Preferred areas for PICL support**

The differences between parents, teachers, and EPs in terms of the proportion of each group who rated specific kinds of PICL support as ones they would like teachers or EPs to offer to parents, being on average less than 4%, suggests that they do not differ widely in what support they think matters. However, the small differences between each group's preferred areas of PICL support, highlights the importance of communication to enable cooperative working.

### **Contentment with current PICL/PICL support**

The majority of parents, teachers and EPs being happy with the amount of PICL/PICL support that they do, suggests that this will only be enabled if they are motivated to do more. Training that increases their knowledge of research supporting the effectiveness of PICL and supporting it for CYP's outcomes, may encourage a critical stance to accepted knowledge that they are doing enough (Burr, 2015), however it may be that they are doing enough, considering the existence of barriers and a deficit of facilitators.

All three groups noted that knowing that PICL/ PICL support was effective, would make them more willing to do it, and parents noted that knowing more about teaching methods would enable PICL. This is in line with the social constructionist principle that knowledge and social action go together (Burr, 2015). Training in the importance of, and methods for, effectively evaluating PICL support, may increase skill in evaluating PICL support and knowledge that their efforts have positive outcomes for CYP.



## *Working together*

The greatest proportion of all groups being very happy to collaborate regarding PICL and the related sub-themes suggests that parents, teachers and EPs working together may be a valid means of supporting PICL. However, a minority of individuals being less than very happy to work together suggests that careful navigation of working relationships may be needed to ensure that they are mutually agreed and enhance PICL support while enhancing working relationships.

### **Strengths and limitations of the study and future research**

This non-randomised small sample study does not necessarily reflect the views of parents, teachers and EPs in the UK as a whole. Because participants were self-selected, the data may be biased towards individuals particularly interested in PICL, who are therefore perhaps more likely to engage in it or support it. Awareness of the sociocultural context of the study is important (Yardley, 2000); the situation of the research in a global pandemic where home learning was required, may have shaped participant views as may the knowledge that the research was led by a trainee EP, considering that some participants referred to dissatisfaction with past EP contact.

The anonymous, brief questionnaires used to encourage a UK wide honest expression of views by those with limited literacy skills, time or confidence in speaking to a researcher, and their distribution via social media, may have enabled the voices of those less usually present in research to be heard and minimised the power imbalance between the researcher and the researched (Yardley, 2000). However, this methodology also meant that gender, ethnicity and other details regarding who participated were not collected, and the questionnaire being presented visually in one language, may have meant that individuals unable to read English sufficiently, may have been unable to participate.

The PI literature would be enriched by research into the views of CYP regarding PICL, which were absent in this study. Research is also needed into how the curriculum, measures of school improvement and school and EPS budgets, can be adjusted to better enable PICL support for those families. Finally, research using targeted sampling to gather the views of specific groups of parents who may be underrepresented in research, is needed to ensure that action to support PICL is relevant to all parents.

### **Links to theory and implications for practice.**

Bateson (1979) refers to looking for the pattern that connects as a way of understanding systems. The current research suggests that parents, teachers and EPs are connected in the similarity of their views regarding the importance of school success, PICL/PICL support importance, their willingness, their skill, the importance of private, non-digital communication, permission from others and other facilitators, as well as their happiness about working together. Over a third of parents and teachers and nearly two thirds of EPs rated that they spent less time doing/supporting PICL than they want to and all three groups shared the following themes and sub-themes: 'wellbeing', 'time', 'holistic' 'bespoke to child'/'bespoke support for CYP and parents' and 'conditional'.

Parents, teachers and EPs are also connected in circular causality (Dowling & Osbourne, 2003), that is a self-reinforcing pattern of barriers to PICL, reducing opportunities for skill and self-efficacy development, which can then be barriers to PICL or PICL support behaviour, which limits opportunities for skill and self-efficacy development, and so on. These commonalities suggest that there is potential for these groups to collaborate effectively regarding PICL, but also that they will likely all face challenges in doing so.

That a minority of respondents rated PICL and PICL support as less than very important, were less than very willing to do it or work with each other, all three groups noting barriers and a lack of facilitators, varying in which areas they wish to receive or give support, implies that these working relationships will require delicate discussions to establish what all groups want, need, and can offer, regarding PICL.

The findings illustrate how attitudes, beliefs, (e.g., about the importance of PICL) subjective norms (e.g., about whose role it is, whether you have permission to collaborate on PICL) and perceived controls (e.g., whether your work and other responsibilities and children allow you to do PICL/PICL support), influence behavioural intention and so ultimately behaviour, as presented in the theory of planned behaviour (Ajzen, 1991). Furthermore, they illustrate how opportunities for mastery experiences (e.g., through parents being provided with information about how to best support learning, teachers and EPs having protected time to plan PICL support and interact with parents), could develop self-efficacy in this area (Bandura, 1997). Vicarious experience and verbal persuasion through experiencing training, peer supervision, and knowing that colleagues and other parents engage in PICL/PICL support and that it is a worthwhile effective pursuit, were also presented as things that could develop self-efficacy and enable behaviour change in this area. Finally, the importance of a calm psychological or affective state for self-efficacy was apparent in the idea that participants felt it was easier to do if they knew that PICL collaboration was permitted by CYP, teachers, colleagues, and senior staff, and there were facilitative structures for it. However, considering the very real physical barriers to PICL and PICL support, many of which are outside of

individual control, the need for a theory which acknowledges this and goes beyond considering individual perceptions of control, is clear.

The behaviour change wheel (Michie et al., 2018) is a method for characterising and designing behaviour change interventions involving a comprehensive causal analysis of behaviour, incorporating conditions internal and external to individuals. At the heart of this framework is the COM-B system which considers an individual's capability (physical and psychological) to engage in a behaviour, opportunity (made up of factors outside the individual that enable or prevent a behaviour) and motivation for behaviour (including reflective and automatic processes such as emotions and impulses). Arguably the COM-B incorporates and extends the benefits of the theory of planned behaviour and self-efficacy to enable a more comprehensive model of both the individual and the systemic factors influencing behaviours such as PICL/PICL support.

The findings of the current research illustrate how being psychologically and physically capable (e.g., knowing you are sufficiently skilled, having the energy for PICL), having opportunity (e.g. time) and motivation (e.g. through parents first knowing that their child has good wellbeing, and all individuals being sufficiently calm to contemplate PICL/support for it), influence behaviour as presented in the COM-B system (Michie et al., 2018).

## **Conclusion**

As well as supporting the findings of some previous research, this study offers new insight into the views of UK based parents, teachers and EPs supporting CYP aged 4-16 years of age, regarding supporting PICL in the context of a global pandemic where the majority of CYP have been home learning for many months.

Considering that life-long wellbeing can be profoundly affected by experiences of succeeding in school (academically, socially, emotionally etc.) and that a minority of parents and educational professionals may at times feel more concerned with success in learning over wellbeing (and so struggle to 'buy into' the wellbeing agenda in education), it seemed appropriate to draw attention to the interconnection of wellbeing, success in school and PICL, and to find out how parents and educational professionals might collaborate to enable all three. Understanding what role EPs might play in supporting PICL, seemed important given the remit of their role (WG, 2016), and a lack of research in this area.

The findings suggest that a large proportion of parents, teachers and EPs would welcome action to enable them to spend more time doing or supporting PICL, as long as their concerns (particularly wellbeing) and barriers to PICL/PICL support, are addressed and facilitators enabled. However, a minority of each group have reservations about PICL/supporting it. The implication of these findings is that relevant stakeholders (including EPSs, LAs, parent support services, professional bodies and government), may need to develop or strengthen their collaboration regarding how they can enable PICL/ PICL support. That a paradigm shift may be needed in order to focus on PICL (Bartel, 1995; Prilleltensky & Nelson, 2000) backed by sufficient funding to enable ideological changes to result in action, highlights the inherently political nature of research and practice change (Yardley, 2000).

Zagier Roberts (1994) highlights the importance of a shared conceptualization or co-construction of a system's primary task to enable partnership working. This study's findings suggest that a primary task for the wider systems around children, is to first agree on accepted terminology and the knowledge base related to school success. Without this, it seems that unnecessary uncertainty about whether PICL is aimed at academic or more holistic definitions of success, may hinder progress in supporting PICL because shared beliefs may be difficult to recognise. Further research that seeks the views of children and specific groups of parents is required to enrich understanding regarding how best to support PICL.

**Table 6**

*Implications for practice*

<b>Finding</b>	<b>Implications for practice</b>	
	<i>For parents</i>	<i>For teachers and EPs</i>
<p>Parents, teachers and EPs rated of school success lower if they thought the questionnaire was referring to PICL in purely academic terms because they thought wellbeing, social skills and a bespoke consideration of CYP's needs were also important, if not more so.</p>	<p><b>Holistic PICL definition</b></p> <p>For parents to feel that they can do/support PICL, they may need assurance that it is defined holistically i.e., incorporates children's wellbeing and overall development, not only their academic achievement.</p>	<p><b>Holistic PICL definition</b></p> <p>For teachers and EPs to feel they can do/support PICL, they may need assurance that it is defined holistically i.e., incorporates children's wellbeing and overall development, not only their academic achievement.</p>
<p>Some individuals in all three groups rated the importance of school success lower if they thought that success could be achieved outside of or beyond the school experience.</p>	<p><b>Knowledge of short and long-term benefits of PICL</b></p> <p>For parents to feel that they can do/support PICL, they may need to understand that it has benefits that are more difficult to achieve outside of or beyond the school experience. For example, they may need to be presented with research findings regarding correlations between experience of difficulty or success in school (whether academic, social or otherwise) and longer-term outcomes.</p>	<p><b>Knowledge of short and long-term benefits of PICL</b></p> <p>For teachers and EPs to feel that they can do/support PICL, they may need to understand that it has benefits that are more difficult to achieve outside of or beyond the school experience. For example, they may need to be presented with research findings regarding correlations between experience of difficulty or success in school (whether academic, social or otherwise) and longer-term outcomes.</p>
<p>Reform schooling as a sub-theme common to parents and teachers suggests that they desire improvements in schooling. Several parents mentioned being more content to do PICL or support it if they thought children had a positive school experience and a number</p>	<p><b>Collaboration of educational professionals, government and parents to negotiate and provide education that best meets the needs of all concerned.</b></p> <p>For parents to feel that they can do PICL, they may need to see changes in schooling e.g., the</p>	<p><b>Collaboration of educational professionals, school leaders, and government to negotiate education that best enables PICL support.</b></p> <p>For teachers to feel that they can support PICL, they may need to feel more content that the school system and</p>

<p>of teachers mentioned being more content to support PICL if they thought the school system supported them to do so.</p>	<p>curriculum and teaching more relevant to the needs of less academically able children so that they feel more content with schooling in general.</p>	<p>government support and recognise PICL support as part of their role.</p>
<p>The theme child-centred reflected parents' desire for their child to be seen and supported in a bespoke manner for the curriculum to be relevant to them for them to rate PICL or success highly.</p>	<p><b>Comprehensive assessment of individual children's needs and preferences that informs bespoke teaching and is communicated to parents.</b>  For parents to feel willing to do PICL, they may need to believe that their child is seen and supported in a bespoke manner so that the curriculum is relevant to them. This may require schools to ensure they more comprehensively assess individual children's needs, do more to consider these in the way schools operate, and to communicate with parents in a way that demonstrates a child-centred approach.</p>	
<p>Parents, teachers and EPs wrote of the barriers to PICL/supporting it and lack of facilitators (e.g., time, not seeing it as their role) as reasons why they could not rate it as more important and themselves as more willing. Parents noted that knowing more about teaching methods would enable PICL. All three groups contained individuals who did not rate themselves as very skilled in PICL/PICL support.</p>	<p><b>Practical support for parents to do PICL e.g.:</b></p> <ul style="list-style-type: none"> <li>-Childcare to attend PICL support sessions</li> <li>-information regarding the curriculum, teaching methods and learning goals for the year.</li> <li>-Promotion of the benefits of PICL.</li> <li>-PICL training opportunities</li> </ul>	<p><b>Practical support for teachers and EPs to do/support PICL e.g.:</b></p> <ul style="list-style-type: none"> <li>-Reducing workload in other areas of their role to free up more time for PICL support</li> <li>-Ensuring PICL support is in the curriculum and timetabled (protected time).</li> <li>-EPS and LEA funding and service planning of work to support PICL.</li> <li>-Promoting the benefits of PICL/PICL support.</li> <li>-PICL training pre and post qualification and peer supervision opportunities.</li> </ul>

<p>The greatest proportion of parents rated methods that involved having explicit or implicit permission to talk to their children’s teacher as making it easier for parents to talk to their children’s teacher about PICL support.</p> <p>The greatest proportion of teachers and EPs rated having permission to talk to parents through protected time specifically allocated for PICL work as making it easier to talk to parents. Teachers equally rated knowing that senior staff support them in that role. EPs equally rated working with teachers to plan this work.</p>	<p><b>Regular invitations from school staff to discuss PICL</b></p> <p>Including:</p> <ul style="list-style-type: none"> <li>-asking if parents have any questions or support needs</li> <li>-regularly reminding parents that they can ask to discuss PICL further at any point in their child’s education.</li> </ul>	<p><b>Explicit permission from school leaders and EPS and LEA management for teachers and EPs to support PICL</b></p>
<p>The greatest proportion of all groups preferred to communicate through private face-to-face communication methods. The quantitative data suggested that all groups were not keen on digital methods although the qualitative data suggested that parents welcomed a range of methods. The sub-theme parent and teacher safety represented teacher concerns that verbal and digital communication presented more risks to teachers than written communication.</p>	<p><b>Regular local invitations from school staff for parents to express how they would like to be communicated with, and the offer of varied methods of communication based on expressed preferences.</b></p>	<p><b>School staff and Eps’ collaboration on how to best honour the communication preferences of parents while recognising the needs and workloads of teachers and EPs e.g., address any fears about the risks associated with digital communication.</b></p>
<p>Small differences were found between the preferred areas of PICL support for parents, teachers and EPs.</p>	<p><b>Regular local invitations from teachers and EPs for parents to communicate their preferred areas of PICL support</b></p>	<p><b>Teachers and EPs collaboration on how to best honour the PICL support preferences of parents while recognising the needs</b></p>

		<b>and workloads of teachers and Eps.</b>
The majority of parents, teachers and EPs are happy with the amount of PICL/PICL support that they do.	<b>Parents may need to be sensitive to the fact that teachers and EPs may be happy with the amount of PICL that they are doing and/or do not feel that they can do any more. This may reduce the risk that discussions of PICL do not damage relationships with school staff and EPs.</b>	<b>Teachers and EPs may need to be sensitive to the fact that parents may be happy with the amount of PICL support that they are doing and/or do not feel that they can do any more. This may reduce the risk that discussions of PICL do not damage relationships with school staff and EPs.</b>
All three groups noted that knowing that PICL/PICL support was effective would make them more willing to do it.	<b>More, or more regular feedback for parents, from school staff regarding their children's progress and any effects of PICL to increase their willingness regarding PICL.</b>	<b>Teachers and EPs may need to more effectively monitor the effect of PICL and PICL support on outcomes for CYP to increase their willingness regarding PICL support.</b>
The greatest proportion of all groups being very happy to collaborate regarding PICL and related sub-themes. A minority of individuals are less than very happy to work together.	<b>School or EP service led regular local surveys of parents' teachers' and EPs' willingness to collaborate regarding PICL to help local schools and EP services to be sensitive to the preferences of parents in the communities they serve.</b>	<b>School or EP service led regular local surveys of parents' teachers' and EPs' willingness to collaborate regarding PICL to help local schools and EP services to be sensitive to the preferences of all concerned in the communities they serve.</b>



### **Part Three: Critical Appraisal**

Word count: 7126

## **Part A Contribution to knowledge**

### **Introduction**

This critical appraisal will explore the contributions of the research to knowledge of parent, teacher and EP views regarding supporting parent involvement with children's learning (PICL). It will then critically explore the account of the research practitioner including the research positioning and methodological and data analysis approaches taken.

The research aimed to explore the views of parents, teachers and EPs regarding PICL and supporting it, in order to inform support for PICL. Views were collected via an online questionnaire (slightly adjusted to be of relevance to each participant group). This generated quantitative and qualitative data from closed and open-ended questions. These were analysed using descriptive statistics and reflexive Thematic Analysis (TA) (Braun and Clark, 2019) respectively.

### **Development of the research question**

Reflexivity in qualitative research includes disclosure of the experiences or motivations behind a particular study (Yardley, 2000). Previous roles as a family support worker, school governor, parent childminder, adult and school-based counsellor as well as study in this area, had impressed upon me the difference that parents can make to children's wellbeing, development and learning in childhood and adulthood. Furthermore, akin to Epstein's (1995) overlapping spheres of influence theory, these roles had developed my professional tendency to see children as part of multiple and complex overlapping systems rather than solely existing in one. As a trainee EP I noted that EPs seemed to focus their work on the school system, whether because of political and legislative pressures, perceptions of children as primarily part of the school system rather than the family, or because of uncertainty about whether the EP role should cross the boundary between home and school (McGuiggan, 2021).

Furthermore, I noted EP ways of working to be because of statutory assessment requirements (Meyers, Roach & Meyes, 2009) and workloads making it difficult for EPs to think beyond a statutory process EP role (Darter-lagos, 2003). EPs working quite distally from families seemed slightly incongruous considering EP's training in, and role in training others in, attachment theory (Holmes, 2014), the importance of role-models in social learning theory (Bandura, 1997) and the bioecological model of human

development (Bronfenbrenner and Morris, 2006) which would also suggest that the family have a key influence on CYP. Also, considering the evidence for the effect of parents on a range of outcomes for children (DfE, 2011).

I wondered if EPs could be more effective and efficient if they found a way to enable all parents to be equipped and empowered with sufficient understanding of the positive difference that they can make to children's long-term outcomes, and knowledge of how they can do that. I hypothesised that investing in parents, could reduce the number of EP referrals and free EPs up for more preventative, systemic work which EPs and school staff have said they would welcome (Christenson et al., 1997; Darter-Iagos, 2003). However, I was also aware of the barriers to parent involvement (PI) wherever it occurred, and parent involvement in children's Learning (PICL), that were not due to a lack of understanding or knowledge and are often more difficult to address e.g., lack of time (Estyn, 2018; Meyers et al., 2009; Ramirez 2000).

Considering these observations, I was keen to support a school in my second-year placement whom an EP had referred to me because of the headteacher's concerns about low levels of parental engagement in her school and deteriorating staff moral regarding that. The headteacher and I collaborated on a plan for my involvement which I thought could be an action research project and my thesis. Unfortunately, because of coronavirus restrictions, I feared that our initial plan would not be feasible.

The plan had involved me surveying parents and staff regarding PICL to help the school understand their views, offering training to staff regarding research around the value of PICL and supporting it, collaborating with staff to create an action plan to support PICL and then surveying views to explore any effect of the training and action plan. In the early stages of the pandemic, I did not think that school staff and parents would readily prioritise participation in the amount and duration of work previously agreed at a time when parents were being asked to home-school, staff were adjusting to teaching via new technologies and there were potential skill and access barriers to information technology devices and survey and training software.

Reflecting on the fact that the requirement of home-learning in the pandemic could be a learning opportunity for parents and professionals regarding how to better support PICL in the future, I decided that surveying parents, teachers and EPs throughout the UK (because of the diversity within educational systems) could capture that learning and make a helpful contribution to research into PICL.

## **Rationale for this study**

PI research is heavily weighted towards correlational studies of factors associated with PI rather than the views of parents, teachers and EPs (Parentkind, 2019). While it is indeed important to establish the value of PI in terms of its effect on outcomes, it is arguably also necessary to establish the views of key players in making it happen, if any benefits of PI are to be realised. Therefore, it seems important to consider ways to enable candid expression of views about PICL, so that individuals can better understand each other and collaborate in this area. Research into outcomes and parent, teachers and EP views relating to PI has often focussed on parent involvement in school despite the argument that PI should be ultimately aimed at PICL rather than parent involvement in school (Goodall & Ghent, 2014), because this is what makes the difference for CYP (DfE, 2011) and because PICL is a more socially just measure for minority groups (Froiland, 2020).

One of the most recent surveys of parent and teacher views in England in this area has focussed on how families have experienced remote education while most pupils have been unable to access school in the normal way (EEF, 2021). However, this survey does not include the views of parents in other parts of the UK, nor views regarding PICL outside of the specific pandemic phase of home learning. One parent survey gives a yearly snapshot of parents' behaviour and attitudes towards their children's school and education (Parentkind, 2020), however it focuses more on the curriculum and school level involvement rather than PICL more broadly. Furthermore, it does not ask parents open ended questions about what would help them to be involved in their children's learning, rather it assesses how much pre-determined measures are occurring e.g., school taking action on parent views. Estyn (2009; 2018) has surveyed parent and school leader views on PI in Wales, but again with a school focus. Ofsted (2011) visited 47 English schools to evaluate how effectively the partnership between parents and schools had developed. Considering these reports, it seems that there is need for a current UK wide survey of parent views, with a focus on PICL.

Parentkind (2017) surveyed teachers in England about their views on the impact of parent engagement and who is responsible for it. Teachers were not asked about their thoughts and feelings about supporting PICL or what would help them to do so. To date, there has been very little research into the views of EPs regarding PI, or into parent and teacher views of working with EPs to enable PI. Considering their role in working with parents and teachers to promote CYP's wellbeing development, resilience and achievement (Wales, 2016), and research findings about how PI may enable these goals, it seems appropriate to explore what EPs and others think about PI and EPs role in supporting it.

The Coronavirus pandemic has resulted in an unprecedented call for parents and school staff to support CYP's learning at home. Arguably, never before has CYP's learning been more affected by parent, teacher and EP views about PI and the barriers and enablers to it. Considering these conclusions from an exploration of PI research and recent times, the rationale for the current research is that understanding UK based parents', teachers' and EPs' views about PICL at this time may offer new insight into how they can best work in partnership to support it.

### **The literature review process**

An initial exploration of the literature surrounding PI indicated that a systematic literature review could be problematic given that there was limited research regarding teacher and particularly EP views on PICL, making the between study comparisons of a systematic review difficult (Green et al., 2006). Furthermore, there were wide variations in how PI and related terms were operationalised in studies and how they were designed, making systematic comparisons problematic. This was one reason why a narrative literature review was used (Green et al., 2006). Green et al. (2006) distinguish between several types of narrative literature review. The best fit for the current study was deemed to be what they call a "narrative overview" (p.103). Green et al. (2006) define this as a "comprehensive narrative syntheses of previously published information" (p.103), and state that it can provide a broad overview of an area of research giving information on its history and development. This seemed the most useful as a foundation for acknowledging previous research regarding PI and as a means of identifying areas in need of further research in order to provide a rationale for the current study.

Green et al. (2006) note that narrative literature reviews may be vulnerable to biases of the author; for example, I may have been more likely to include articles that I found particularly interesting or that confirmed my personal views about PICL. Green et al. (2006) also note that while some argue that narrative literature reviews should include a critique of every study, others contend that this is not necessary. A decision was made in the current study, to provide a critique of PI literature overall and for some individual studies. This was because the breadth of relevant research was such that to critique every study would limit the space to present the breadth of research areas within PI research which was deemed an important informer of the current study.

### **Contribution to knowledge**

*A simultaneous survey of UK parents, teachers, and EPs PICL views.*

The literature search suggests that this is the first study to elicit and compare the views of UK based parents, teachers and EPs surveyed in the same time period regarding PICL. The survey also brings new insight to the views of parents and teachers EPs regarding PICL considering that views were collected during a pandemic, following a national lockdown and parents, teachers and EPs being required to adjust their roles to support a period of home-learning. Many respondents are likely to have experienced this unprecedented level of support for home-learning for the first time and so this may have influenced their responses. Indeed, some individuals wrote that PICL and PICL support was more important than ever or that they would think PICL support as even more important if children spent more time learning at home. This suggests that the pandemic may have influenced responses.

#### *The first survey of UK based EPs regarding views of PICL support*

The literature regarding PI appeared to have very little research into the views of EPs. The current findings contribute to knowledge of the extent to which EPs think that their support for PICL is important, they are willing and skilled at supporting PICL, are happy with the amount they are doing and to communicate with parents in various ways and to work with teachers. Findings also indicate what would help EPs to support PICL. Knowledge of this can feed into decision making and planning for local authorities and EPSs, schools' negotiation of their work with EPs, and how individual EPs construct the role of the EP considering perceived 'social norms' of values (Azjen, 1991).

#### *Most parents, teachers and EPs value PICL/PICL support and are willing to support it.*

The findings that the majority of all three groups value school success, PICL/PICL support and are willing to support it while a minority rate these things as less important, echoes findings elsewhere (Christenson et al., 1997; Darter-lagos, 2003; Parentkind 2020; PTA UK, 2017). The qualitative data in this study revealed a myriad of reasons why some felt that they could not rate school success or PICL/PICL support as very important or that they were very willing to do PICL/support it. These reasons are presented in the themes and sub-themes and are found in the PI literature.

#### *Definitions matter*

A notable finding of the study was the fact that members of all three groups wrote that their rating of the importance of school success and PICL/PICL support was influenced by the definition that they gave to these terms or thought that the researcher had given

to them. From a pragmatist perspective, the idea that knowledge is filtered and influenced by personal viewpoints, language and culture is a given (Camic, Rhodes & Yardley, 2003) and it was interesting to discover a clear example of this in this study. All three groups reporting that they wanted definitions of school success and PICL to take into account and prioritise CYP's wellbeing and holistic (rather than only academic learning and needs). This finding seems significant in that (in line with the theory of planned behaviour), the ability of any individual or groups of people to commit to or collaborate on a task, will depend in part, on their belief that they and others have a shared understanding of what the task is. Without this, confusion and uncertainty may prevent initial and sustained behavioural intention and action. Within the field of PI, the contribution to knowledge of these findings may inspire practice that works to identify clear definitions that are agreed and communicated before views of those in a specific context are sought steps towards action are considered.

#### *Skill and self-efficacy regarding PICL and PICL support have room for development*

The finding that a considerable proportion of all three groups did not rate themselves as very skilled and many wrote of a need for training and knowledge of factors related to PICL, contributes to knowledge in that this is a recent finding specifically focused on PICL not parent involvement in school. This knowledge could be translated into offers of training and information sharing for all three groups and empathy that inaction in PICL can be due to lack of skill and self-efficacy rather than disinterest.

#### *Permission and service facilitators for PICL support discussions matter*

The finding that all three groups noted the importance of some element of permission from others or 'the system' in order for them to be able to discuss PICL or spend time on PICL support (either explicitly or implicitly through supportive structures), contributes to knowledge in that it confirms previously findings about the value of teacher invitations and extends this to teacher and EPs as benefitting from permission through protected time.

#### *Preference for private face-to-face communication methods and particular PICL support areas*

The finding that the greatest proportion of all groups preferred face-to-face rather than digital communication methods (although not clearly supported by the parent qualitative data), differs from previous findings (Estyn, 2018). Taken together with the small difference in preferred support areas, these findings contribute to knowledge in that they

highlight the importance of eliciting views in local contexts where PICL support is being planned as groups of parents, teachers or EPs in one particular location may contain a very different mix of views to those in another and so require a bespoke response if parents' PICL support needs are to be met, teacher and EP preferences are to be acknowledged, and any differences addressed (Goodall, 2013).

#### *Contentment with current PICL/PICL support and views about working together.*

The finding that the majority of all three groups are happy with the amount of support they do but are also happy to work together regarding PICL, contributes to knowledge in that it suggests that some parents, teachers and EPs may not have an appetite for accessing or providing PICL support and it may be important that this is accepted. However, the qualitative data suggests that a paucity of facilitators and the barriers to PICL/PICL support cause individuals to feel happy with what they are doing considering the circumstances. This is in line with the COM-B (Michie et al., 2018) model in that physical capability is thought to influence motivation.

Alternatively, even if they were able to, it may be that some individuals do not see a need for more PICL/PICL support. If this is the case, their behaviour in these areas is only likely to change if there is a shift towards feeling unhappy with the amount of PICL/PICL support. This is in line with the COM-B model's idea that psychological capability e.g., belief that something is important and that you are sufficiently skilled to do it, can influence motivation (Michie et al., 2018). This highlights the need to establish if more needs to be done and if so, how to communicate this to parents, teachers and EPs in a way that acknowledges barriers to PICL/PICL support, presents ways to remove or overcome them, expresses empathy and encourages and motivates, rather than risking being experienced as judgemental.

#### *Contribution to knowledge as a researcher and practitioner*

The experience of conducting this study has contributed to my knowledge as a researcher and practitioner in several ways. I have realised the importance of designing a study by first thinking about how much data ought to be gathered given the constraints on presenting and discussing it in a particular format. In hindsight, I may have been able to present all of my results and analysis in part 2, if I had focused on just one of the three participant groups. However, the ability to compare and contrast the views of all three participant groups seems to offer an important contribution to the field of PI.



I have been surprised by the richness of data and important implications for practice that can be gained from open ended questions regarding a term that was not defined in the questionnaires; that of 'school success'. I have been equally surprised by the unintentional assumptions and emotions that defining terms briefly (such as PICL) can engender in participants. Fearing that these assumptions may propagate an assumption that a successful school experience and PI only have relevance to academic achievement has impressed upon me the importance of unambiguous detailed descriptions of key terminology in research. At the same time, I appreciate the tension between providing such detail and trying to avoid the potential barrier to initial or sustained participation, of requiring participants to engage in large amounts of reading during questionnaire completion. These examples highlight the central role the researcher plays in the co-construction of knowledge (Finlay & Ballinger, 2006) and the ethical importance of reflecting reflexively on the researcher's influence on the research process and the researched (Sultana, 2007).

Although the number of participants was smaller than expected given the amount of effort put into sharing the questionnaires on social media and the assumed interest of the topic during the requirement for home-learning, I have been pleasantly surprised at the diversity of perspectives gained from the different participant groups through the open-ended questions. Braun & Clarke, (2021) define saturation as "the point at which no new information, codes or themes are yielded from data" (p.202). They argue that the concept of saturation is "not consistent with the values and assumptions of reflexive TA" (p. 201). However, I did consider the concept of saturation when considering the sample size. Immersion in the data resulted in the conclusion that a sufficient level of data saturation had been reached in that while there was a broad diversity of views, there was a also a great deal of views shared that were common to others. As well as the fact that the qualitative data largely supported the quantitative data, this suggested that a larger sample would not necessarily have resulted in different or additional themes and sub-themes. Furthermore, Braun & Clarke (2013) state that a professional doctorate is a medium project requiring 50-100 surveys of participant generated textual data, and the current study generated 117.

### *Further research*

As somebody who is passionate about enabling the voices of those less usually present in research to be heard, I found it difficult to accept that it did not seem feasible to include children's perspectives due to the need to obtain both their and their parents' consent, the likely need for online communication at a time when not all families were adept at that, and principally, the size of data that would be collected if I added another participant

group. I had prioritised the three groups of adults due to the gate-keeper role that both parents and teachers arguably have in PICL/PICL support, and my interest in understanding the extent to which EPs could feasibly support PICL. The need for further research that elicits the views of CYP regarding school success and PICL and considers how these may inform support for PICL is noticeably lacking in the literature.

## **Part B: Critical Account of the Research Practitioner**

### *The literature review process*

The draw-back of a narrative overview being that key articles could be missed as the literature search does not systematically consider every article in the field, is recognised by the research practitioner. Effort was made to ensure that articles included in the review represented a broad range of articles to offer the comprehensive overview of research in the area of PI that Green et al. (2006) state can be achieved by a narrative overview literature review.

### *Mixed-methods design*

The use of a mixed-methods design involving qualitative and quantitative data was intended to enable two means of gaining insight into participant views that could be triangulated (Flick, 2002). The qualitative data largely supported the quantitative data suggesting that both closed and open-ended questions enabled participants to express their views with some level of consistency (although of course the qualitative questions enabled more freedom of expression). Furthermore, it was felt more likely that participants would complete the whole questionnaire if they experienced a mixture of question types rather than all open-ended questions. Additionally, the limitations of each type of question can be partially addressed through this combination approach (Barbour, 1998). A deficit of this approach compared with interviews or focus groups is that any participants with low levels of literacy, the least interest in the topic or the most competing demands on their time, may not have shared their views in the open-ended questions. In hindsight having a voice recording facility for open ended questions to be answered could have overcome this for some participants. At the same time, arguably, some participants could be even less likely to respond to an invitation for face-to-face data gathering and the questionnaire may have enabled participants who are less comfortable with such methods to participate and speak frankly. Research has found that postal surveys can result in more self-disclosure on sensitive topics than interviews (De Leeuw, 1992; Presser & Stinson, 1998). This suggests that the anonymity of online surveys may also reduce social desirability.

## *Research positioning*

The pragmatist positioning arguably lent itself to this research as the aim was to contribute to understanding of what supports PICL through eliciting the views of parents, teachers and EPs. This shaped the primarily inductive reflexive TA as effort was made to form codes, themes and sub-themes, in effect 'new' knowledge, from the data rather than fit it into a pre-formed framework or presumption of what the data might say. The pragmatism focus on the practical outcome of the research rather than the methods (Kaushik & Walsh, 2019), meant that although it is customary to put participant quotes within theme descriptors, to enable new knowledge generated in the research to inform practice it was thought that the breadth of participant views within each theme was most clearly presented by omitting participant quotes from the theme descriptors as this could suggest some views were more valid than others as it would not be practical to present a multitude of quotes. This was a difficult decision because my passion that research can be a vital opportunity for the voices of marginalised populations to be presented, means it seem intuitive to present their actual words within theme descriptors rather than my summaries. Participant quotes are presented in Appendix K.

A deviation from inductive reflexive TA, is evident in theme 'the role of the EP'. This occurred because of the pragmatist position about the practical outcome of the research rather than the methods (Kaushik & Walsh, 2019). Given the paucity of literature and practice evidence to suggest that EPs currently involve themselves in supporting PICL as fully as they might, it seemed important that views regarding EPs and PICL were clearly presented.

## *Methodology*

Questionnaires were chosen over interviews and focus groups because, in-line with findings regarding the view of schools (Estyn, 2018), it was thought that participants were more likely to respond candidly through this medium and so produce more valid data. Focus-groups and interviews could have enabled deeper exploration of views, however it was thought that the combination of their lack of anonymity, coronavirus restrictions (resulting in the need to do them virtually leading to potential technological barriers to participation), and the more pressing concerns and responsibilities faced by potential participants during a pandemic, meant that an online survey which could be done briefly, at any time and only required a smartphone, was likely to enable the most and so diverse number of responses.

Online questionnaires were designed by the lead researcher, using a software programme specifically for the current study because a search of the literature revealed that pre-existing questionnaires were not appropriate for answering the research questions either because they did not ask all the relevant questions, they used non UK terminology, they did not include questions regarding the importance of CYP succeeding in school, they focussed on parent involvement in school or measuring PICL rather than views about PICL, or they were so long that it was thought this could put off less literate parents or those less interested in PI (Izzo et al., 1999; Kohl et al., 2000; Midgett, 2000). Furthermore, I could not find a questionnaire that could be used for parents, teachers and EPs and I wanted each group to answer almost identical questions to enable comparison between groups. Therefore, I designed one with reference to previous survey design (Midgett, 2000; Parentkind, 2019).

I initially focused on designing a questionnaire to find out whether the recent home-schooling experience had affected views about PICL and if so how. However, after a lot of time spent wrestling with how to make retrospective questions unambiguous, piloting questionnaires with friends and reflecting on their feedback (Braun & Clarke, 2013), I decided to simply focus on the views that these groups had about PICL more generally. Furthermore, my supervisor helpfully asked me if my research would pass the 'so what?' test and I concluded that I was getting so hung up on how to ask what participants thought about PICL before and after schools closed, that I was forgetting the reason knowing about PICL views matters, i.e. knowing what are views about it now could inform future support for PICL.

My passion for social justice and a pragmatist stance meant that I wanted to produce research that had the potential to make a very practical positive contribution to participants and children. Once I focused on doing this, I was able to design a questionnaire that I felt more content would make sense to participants and produce useful results. Considering the necessity to move towards virtual means of communication due to the pandemic, and research findings that PI is enhanced through teacher invitations (Hoover-Dempsey et al., 2001), I thought it helpful to include questions regarding preferences for different means of communication as well as for personal verses group communication.

In an attempt to enrich the literature and practice with knowledge of 'what works' and of participants' strengths, rather than only their barriers are to PICL, a positive psychology, strengths-based approach was taken in the design of the questionnaires (Gable & Haidt, 2005; Noble & McGrath, 2008). For example, questions included 'what would make it easier' rather than 'what is making it difficult' and 'what would make you more willing' rather than 'what prevents you from being willing'. It was hoped this would also enable

participants to experience the questionnaire as empowering and hope building. A disadvantage of a positive psychology strengths-based approach was that some participants appeared confused by questions such as 'what would make you think PICL was more important?' whereas a less positively framed question such as 'why did you not rate PICL more highly?' might have been more easily understood given the arguably higher likelihood of this kind of question in common language. Furthermore, a positive psychology strengths-based approach may have caused participants to answer questions through a positive lens rather than a balanced mindset.

I considered asking teachers and EPs how important they thought PICL was as well as how important they thought supporting PICL was. However, I decided that to include both questions added unnecessary length to the questionnaire and a major concern of mine was keeping questionnaire length brief enough to not deter participants from completing it or less literate parents from attempting it (which could be the case if a friend told them it took a long time to complete). I also concluded that it was not unreasonable to assume that teachers and EPs who thought supporting PICL was important were likely to have similar views about PICL itself (although perhaps they may think PICL is even more important as it did not require their involvement).

#### *Respondent characteristics questions*

Concerns about keeping the questionnaires as brief as possible to ensure literacy ability and competing time demands were less likely to be a barrier to participation in commencing, and full completion of, the questionnaire, was the reason why I did not ask participants for more detailed personal characteristics e.g., gender, age, ethnicity, literacy. Furthermore, a thorough analysis of these characteristics was deemed outside of the focus of the current study and considering one aim of the study being to facilitate individuals who may be less likely to engage in lengthy questionnaires, on balance, it seemed more appropriate that the questionnaires was briefer, than include these statistics. However, a limitation of this methodology is that such details regarding who participated were not collected and so knowledge of whether certain groups were over or underestimated cannot inform the research.

The questionnaire being presented visually in one language may have meant that individuals unable to read English sufficiently may have been unable to participate. I included questions about teacher and EP job title to ascertain to what degree responses reflected the views of classroom teachers, school leaders, in primary or high schools and whether of trainee, main grade or more senior EPs. Respondents were asked which part

of the UK they were from to enable some indication of whether responses might best reflect certain educational systems within the UK nations.

Deciding on questions to ascertain to what degree responses reflected the views of parents with limited education, training or experiencing poverty, was challenging and I referred to other surveys to consider how to do this (e.g., Parentkind, 2018). I thought it important to ask these questions consider the parent involvement literature discusses the effect of these on PICL and the assumptions professionals often make regarding the degree to which parents in these groups value PICL and school success.

Considering that families often move in and out of poverty and do not always take up benefits they are eligible for, I decided to ask about whether their children had 'ever' been 'eligible' for free school meals. Because home-schooling during the pandemic was being delivered by schools through online methods and I was aware that families who could not afford to purchase sufficient devices for each child to access to one for home learning, I thought a measure of poverty could be asking about access to devices (Livari et al., 2020). I later learned that access to sufficient internet was also an issue for many families, highlighting that the question about access to devices was not a perfect measure of poverty.

I included a question about hours of PICL from parents or other family members to ascertain to what degree responses reflected the views of families who actively engaged in PICL. I included a question about hours of tutor or teacher help outside of school to ascertain to what degree responses reflected the views of families able to provide that support. I hypothesised that the tendency for such support to be relatively expensive, would mean that the poorest families would not be able to provide that. Research by the Sutton Trust (2019) found that students from 'high affluence' households (34%) were more likely than those from low affluence households (20%) to have received private tuition. When designing this question, I was aware of the difficulty of making the wording unambiguous and the risk that some parents may be influenced by the amount of support their children were receiving during home-learning due to the pandemic, rather than in general. This is one possible explanation for participants reporting fairly high levels of PI compared with survey results elsewhere (National Survey for Wales, 2018).

### *Questionnaire distribution*

As well as asking principal educational psychologists (PEPs) to disseminate the questionnaires via email, I am glad that I used social media as I noted a definite increase in responses after sharing links in this way. Due to the burden of the pandemic on local authorities during data collection, I am unsure how many PEPs shared my

questionnaires considering, (as one PEP told me was the case), they may have been wary of overwhelming Headteachers in particular, with emails at an unprecedented time.

The questionnaires were piloted (Braun and Clarke, 2013) with two primary school teachers, three parents of primary school pupils, one EP and one trainee EP and amended as a result of responses and feedback. The pilot questionnaire included a question aimed at eliciting views about social norms (Ajzen, 1991), however because one parent had felt offended by the question as she felt it implied that she should be more involved (and the researcher's intention was to keep the number of questions as limited as possible), that question was removed. It was hoped that the open-ended questions would enable participants to mention social norms if relevant to them. In hindsight a rewording of this question may have been preferable as only a few participants referred to social norms, but more may have shared their views on this if specifically asked.

### *Data analysis*

Alvesson (2002) suggests that "conscious and systematic efforts to view the subject matter from different angles" (p.171) is the very definition of reflexivity and this is something I have tried to do throughout the research process. One example where this was the case was regarding the fact that the questionnaire software informed me that at least double of each participant group had agreed to complete the questionnaire than actually answered questions. This made me wonder whether the first question asking for view of importance of children succeeding in school or seeing that there were some text answer questions in the first block of questions put participants off participating in some way. Given that the title of the research included the phrase 'supporting parent involvement in children's learning', participants may have expected the first question to be more directly about that and so felt misled when it was about school success. This possible explanation for the software implying that some participants exited the questionnaire immediately after completing the consent form highlights a drawback to questionnaires over interviews where participants are arguably less likely to exit the research process immediately after providing consent. Alternatively, a computer error could have caused this or some people may have been curious to see the content of the questionnaire and could only do so by clicking consent to participate.

Another explanation is that the length of the participant information, consent forms and my description of how parents can help children's learning had meant that some participants were already tired of the amount of reading involved in completing a questionnaire before they had answered any questions. While I agree that research

should be careful to enable informed participant consent, I wonder if there is a need to reduce the amount of reading this can require to ensure ethical requirements are not a barrier to participation for some people e.g., those who find reading difficult, are more pressed for time or less motivated to contribute to research for whatever reason and so perhaps more quick to withdraw participation if it requires too much reading or time. This may be an area for future research.

During the development of the questionnaire, I considered whether to offer a definition of school success, however I was interested in how participants define it and I thought that the open-ended question would explain the importance they had given to it and how they had defined it. Due to literature suggesting that PI is often assumed to mean parent involvement in school, I thought it necessary to give examples of PI/help with children's learning at the start of each questionnaire. Although the examples given were 'reading, writing, maths and other areas of learning', I assumed that participants would think of school success and PICL as including attention to non-academic skills (e.g., wellbeing, self-regulation, metacognition, social skills, creative skills, a good relationship with those offering support), therefore it did not occur to me to state this in the questionnaire. I adopted a broad definition of learning for this research, that provided by Schunk (2020): "Learning is an enduring change in behaviour, or in the capacity to behaviour in a given fashion, which results from practice or other forms of experience" (p.3). This definition seemed relevant to PICL in that it acknowledges all the ways in which children can change through PICL, e.g., in academic, social and emotional skills. However, in hindsight, reflecting on the fact that some participants seemed to assume that the question regarding school success and PICL within the questionnaire was only with reference to academic learning, it might have been helpful to have specified more ways in PICL could benefit CYP.

The significance participants placed on definitions of school success and PICL is an example of the pragmatist notion that meaning cannot be separated from human experience and context (Dillon et al., 2000). How I, and participants assumed school success to be defined was both influenced by our individual experiences (e.g., of the extent to which we have experienced learning as an isolated, purely academic or cognitive activity or a more holistic concept) and those shared in the context of a trainee EP's questionnaire (e.g., how I assume others will define terms and how participants assume me to define them). The influence of the linguistic and sociocultural context of terms on attitudes towards them has been revealed in previous research where understanding this enabled relabelling of terms to facilitate attitude change (Yardley et



al., 2006). Arguably ensuring school success and PICL are defined in ways that are acceptable to relevant stakeholders, could facilitate attitude change.

Yardley (2016) presents four dimensions of procedures for enhancing, evaluating and demonstrating the quality of qualitative research. The first of these is sensitivity to context. While questionnaires do not enable researchers to delve as deeply into the context of individual participants as may be the case with interviews or focus groups, the views expressed in the open-ended questions of this research revealed the influence of participants' family and work settings and their sociocultural and linguistic 'reading' of the terms PICL and school success on their views about both terms. Similarly, the influence of my holistic perspective of children, PICL and school success as a psychology researcher who values a bioecological and systemic perspective (Bronfenbrenner & Morris, 2006; Dowling & Osbourne, 1994) and has a passion for social justice, shaped the design of the questionnaires and my interpretation of the findings. At the same time, my determination that the research enable a platform for the voices of all participants meant that I strove to carefully consider how best to capture views through themes sensitive to primarily an inductive reading of the data so that the data shaped the themes.

Furthermore, to reduce the risk that the views of a minority were surpassed by the views of the majority, a stance was taken following Braun and Clarke (2020) that themes were less quantifiable measures and more about capturing something important in relation to the overall research questions, which might be a view expressed by a small minority of participants. The ethical requirement of psychologists to consider 'accurate unbiased representation' (p.7) within the ethical principle of integrity (BPS Code of Ethics and Conduct, 2018) supports this notion. Although the researcher's reporting of research can never be free of their values (Denzin & Lincoln, 2000) and the findings are "communally constructed" by the participants and I (Yardley, 2000, p.217).

Commitment and rigor make up the second dimension of procedures mentioned by Yardley (2016) and was demonstrated through in-depth engagement with the extensive PI research, relevant theory, immersion in the data, thorough coding and theme generation, and an in-depth analysis. Transparency is the third dimension of quality in qualitative research, and this was achieved through presenting quantitative data clearly in graphical form, including quotes in the results and appendices as they pertained to particular themes and sub-themes, and theme descriptors as detailed as word counts would allow. Importance is the fourth dimension and was demonstrated particularly through bringing the views of EPs to PICL literature, and the importance of clear, definitions of terminology in PI (accepted by the majority of stakeholders), not just for research purposes, but as a foundation for practice development.

## Conclusion

This study of the views of parents, teachers and educational psychologists regarding supporting PICL reflects my long-standing interest in how parents can be best supported to support their children's wellbeing, first and foremost. Experience of supporting families outside of and within education systems and a masters focused on whole school approaches to wellbeing, impressed on me the power of parents and educational professionals collaborating on wellbeing. Simultaneously recognising how life-long wellbeing can be profoundly affected by experiences of succeeding in school (academically, socially, emotionally etc) and that a minority of parents and educational professionals may at times feel more concerned with success in learning over wellbeing (and so struggle to 'buy into' the wellbeing agenda in education), it seemed appropriate to draw attention to the interconnection of wellbeing, success in school and PICL, and to find out how parents and educational professionals might collaborate to enable all three.

The literature review highlighted the need for more research regarding the views of parents, teachers and particularly EPs, on PICL as a way of informing work to support PICL as it is this, rather than parent involvement in school, which makes the difference for CYP. The research has made a contribution to knowledge in this area, particularly in offering the views of EPs, but also of parents and teachers during a UK-wide home learning requirement, in highlighting the importance of school success and PICL being defined holistically, of wellbeing being prioritised, of having permission and more structural facilitators enabled in order for PICL support discussions and skill development to occur, and of private, face-to-face non-digital communication. Numerous implications for practice have been identified.

As a researcher, I have been made acutely aware of the advantages and disadvantages of gathering data from several participant groups, of different levels of terminology definition within questionnaires, of questionnaires over interviews or focus-groups, of closed versus open questions in surveys, of trying to reduce reading load to encourage participation from those with limited literacy and the impact of my worldview, ontology and epistemology on the research. This experience has been rich in developing my understanding and skills in relation to PICL and research.

## **Appendices**

### **Appendix A. Literature search terms and databases used**

The following search terms were used in psychology and education related databases and for internet searches of relevant government, charity and independent research body publications. Results were refined through reading of abstracts of articles whose title appeared relevant to the study. Reference lists from these articles were also used to source further articles or books of relevance to the study.

Search facilities used included: APA Psych info, British Education Index, Google Scholar, Department for Education, Welsh Government, Estyn, Ofsted, Education Endowment

Foundation, Google. A date limit was not given due to a paucity of research that included the views of parents and educational professionals regarding PI in recent times.

Search 1:

<u>Parents</u>	<u>Covid-19</u>
<u>Parent*</u>	<u>Covid*</u>
<u>Mother*</u>	<u>Coronavirus</u>
<u>Father*</u>	<u>Pandemic</u>
<u>Carer*</u>	
<u>Family</u>	
<u>Families</u>	

Search 2:

<u>Parents</u>	<u>Involvement</u>	<u>Schoolwork</u>
<u>Parents (as an exploded subject heading search)</u>	<u>Parental involvement (as a subject heading search)</u>	<u>Homework (as a subject heading search)</u>
<u>Mother*</u>	<u>Parenting (as an exploded subject heading search)</u>	<u>Homework (as a keyword search)</u>
<u>Father*</u>	<u>Parental role (as an exploded subject heading search)</u>	<u>"Home work"</u>
<u>Carer*</u>	<u>Engag*</u>	<u>Schoolwork</u>
<u>Family</u>	<u>Involve*</u>	<u>"School work"</u>
<u>Families</u>	<u>Participat*</u>	
	<u>Support*</u>	
	<u>Assist*</u>	

	<u>Facilitat*</u>	
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Search 3:

<u>Parents</u>	<u>Educational psychologist</u>	<u>Teacher</u>
<u>Parents (exploded subject Heading)</u>	<u>Educational psychologists (exploded subject heading)</u>	<u>Teacher (exploded subject heading)</u>
<u>Mother*</u>	<u>Education* psychologist*</u>	<u>Teacher*</u>
<u>Father*</u>	<u>School* psychologist*</u>	
<u>Carer*</u>		
<u>Family</u>		
<u>Families</u>		

Search 4:

<b><u>Family support practitioner</u></b>
<u>Famil* support practitioner*</u>
<u>Famil* support worker*</u>
<u>Parent* support practitioner*</u>
<u>Parent* support worker*</u>
<u>“Home school liaison”</u>
<u>“famil* support service*”</u>
<u>“famil* support team*”</u>

## **Appendix B Gate keeper letter for headteachers and principal educational psychologists**

### **Department of Psychology – Cardiff University Gatekeeper letter**

**Research Title:** Title: Supporting parent involvement/help with children’s learning: the views of parents, teachers and educational psychologists following school closures.

Dear headteacher/principal educational psychologist,

I would like to invite primary school teachers, primary school parents and educational psychologists from your school/service to participate in this project, which is part of the doctorate thesis undertaken by a Trainee Educational Psychologist (TEP) at the University of Cardiff.

Participants should only take part if they want to; choosing not to take part will not disadvantage them in any way. Before you decide whether you want to invite them to take part, it is important for you to understand why the research is being done and what participation will involve. Please take time to read the following information carefully and discuss it with others if you wish.

#### **Background and aims of this project**

##### Rationale

This project involves a survey of parent, teacher and educational psychologist views on parent involvement/help with children’s learning (PICL) following school closures due to coronavirus. The overall purpose of this project is to help parents, teachers and educational psychologists better understand what each other think and need in relation to supporting/ doing PICL (through eliciting their views) so that they are better equipped to enable PICL. It was felt that it was important to survey views regarding PICL following school closures due to corona virus, because parents’ and educational professionals have had an unprecedented experience of being asked to do or support PICL more than ever before.

##### **Anonymity**

No identifying information will be requested in the consent forms or questionnaires. However, in order to arrange the interviews, telephone or email correspondence will occur which may result in the named researcher having the phone number or email address of the interviewees. This information and any correspondence will be deleted once each interview is complete. Because interviews will involve a recording of the interviewee’s voice, it is possible that this or something they say during the interview could identify them. However, once the interviews are transcribed, any identifying information will be either deleted or replaced with pseudonyms and the recordings will be deleted.

Interview recordings will be made on a mobile phone (which is password protected) and a Dictaphone which in case of device failure to record). Both recordings will be uploaded

to the lead researcher's google drive (which is password protected). Transcription into google drive documents will occur so these will also be password protected. Any data provided by participants will be treated in accordance with the UK Data Protection Act 2018. All possible steps will be taken to ensure that the participants cannot be identified throughout the process. This also applies to any reports or publications generated from the research. Therefore, it will not be possible to delete your responses once you have submitted them because it will not be possible to identify which are yours.

### **What do I do now?**

If you are willing for your teachers/educational psychologists to be invited to participate, please forward the interview invitation and questionnaire links contained in this email, to all primary school teachers (if you are a headteacher) and to all educational psychologists (if you are a principal educational psychologist). The questionnaire links include participant information sheets, consent forms and debrief information. These are attached to the email for potential interview participants. If you have any questions, please contact the researcher for further information. Please keep this gatekeeper letter for your reference.

Many thanks, Jess Lazo

### **Ethics committee contact details:**

This research has been approved by the Cardiff University Ethics Committee. If you wish, you can contact the Cardiff ethics committee by telephone (029 208 70360) or by email ([psychethics@cardiff.ac.uk](mailto:psychethics@cardiff.ac.uk)) if you have any complaints, comments or questions about this.

### **Researcher contact details:**

**Lead researcher:** Jess Lazo: [lazojr3@cardiff.ac.uk](mailto:lazojr3@cardiff.ac.uk)

**Research Supervisor:** Dale Bartle (Department of Psychology, Cardiff University) – [BartleD@cardiff.ac.uk](mailto:BartleD@cardiff.ac.uk)

## **Appendix C. Information sheet and consent form for parents, teachers and educational psychologists.**

**Research Title:** Supporting parent involvement/help with children's learning: the views of parents, teachers and educational psychologists following school closures.

Dear parent/carer, teacher/educational psychologist,

You are invited to complete the following questionnaire or participate in an interview as part of research by a Trainee Educational Psychologist at the University of Cardiff. Questionnaire and interview responses will be used to help teachers, parents and educational psychologists better understand how to support parent/carer involvement/help with their children's learning. You should only begin the questionnaire or interview if you want to, and you can answer as many or as few questions as you like.

## Anonymity

No identifying information will be requested in the consent forms or questionnaires or interview. However, in order to arrange the interviews, telephone or email correspondence will occur which may result in the named researcher having the phone number or email address of the interviewees. This information and any correspondence will be deleted once each interview is complete. Because interviews will involve a recording of the interviewee's voice, it is possible that this or something they say during the interview could identify them. However, once the interviews are transcribed, any identifying information will be either deleted or replaced with pseudonyms and the recordings will be deleted.

Interview recordings will be made on a mobile phone (which is password protected) and a Dictaphone which in case of device failure to record). Both recordings will be uploaded to the lead researcher's google drive (which is password protected). Transcription into google drive documents will occur so these will also be password protected. Interviewees will not be asked any questions that elicit personal identifying data. Any data provided by participants will be treated in accordance with the UK Data Protection Act 2018. All possible steps will be taken to ensure that the participants cannot be identified throughout the process. This also applies to any reports or publications generated from the research. Therefore, it will not be possible to delete your responses once you have submitted them because it will not be possible to identify which are yours.

## What do I do now?

Please read the consent form below. If you agree to consent, select 'agree' and begin the questionnaire. If you do not, select 'disagree'. If you have any questions, please contact Jess Lazo for further information by emailing [lazojr3@cardiff.ac.uk](mailto:lazojr3@cardiff.ac.uk)

This research has been approved by the Cardiff University Ethics Committee. If you wish, you can contact the Cardiff ethics committee by telephone (029 208 70360) or by email ([psychethics@cardiff.ac.uk](mailto:psychethics@cardiff.ac.uk)) if you have any complaints, comments or questions about this.

**Research Supervisor:** Dale Bartle (Department of Psychology, Cardiff University) – [BartleD@cardiff.ac.uk](mailto:BartleD@cardiff.ac.uk)

## Consent form

**Research title:** Supporting parent involvement/help with children's learning: the views of parents, teachers and educational psychologists following school closures.

**REC/SREC reference and committee:** EC20.06.09.6054R2

**Name of Chief/Principal Investigator:** Jess Lazo

- I confirm that I have read and understood the information sheet for participants for the above study
- I have had the opportunity to ask questions (as detailed in the participant information sheet) and these have been answered satisfactorily
- I understand that my participation is voluntary, and I am free to withdraw at any time without giving a reason. However, withdrawal is only possible up to the time of questionnaire submission and the end of the interview, since after that, information will be anonymous.



- I understand that if I choose to take part and do not wish to answer a certain question(s), I may skip that question(s).
- I understand that completed questionnaires, interview recording (and any documents created using their data) will be stored securely in accordance with the UK Data Protection Act 2018 and only the researchers named above will be able to access them. Any reports and publications generated from the data will not have any identifying information in them.
- I am happy for the anonymous questionnaire or transcribed anonymous interview data to be shared with future researchers in this topic area.

**If you consent to the above, please select 'agree' and begin the questionnaire. If you do not, please select 'disagree'.**

#### **Appendix D. Questionnaire for parents**

Please take 'parent' to mean parent or carer. Parents can help with their children's learning through supporting them with reading, writing, maths and other areas of learning. Teachers and Educational psychologists can support parents in this task.

Please select which statement best reflects your views:

- 7) It is very important that children succeed in school.
- 8) It is quite important that children succeed in school.
- 9) It is not important that children succeed in school.

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Please explain why you have that view:

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What would cause you to see your children's success in school as more important?

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Please select which statement is most true for you:

- 7) It is very important that I help my child(ren) with their learning if they need it.
- 8) It is quite important that I help my child(ren) with their learning if they need it.
- 9) It is not important that I help my child(ren) with their learning if they need it.

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Please explain why you have that view:

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What would cause you to see helping your child(ren) with their learning as more important?

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Please select which statement is most true for you:

- I am very willing to help my child(ren) with their learning.
- I am quite willing to help my child(ren) with their learning.
- I am not willing to help my child(ren) with their learning.

What would make you more willing to help your children with their learning?

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Please select which statement is most true for you:

- I am very skilled in helping my child(ren) with their learning.
- I am quite skilled in helping my child(ren) with their learning.
- I am not skilled in helping my child(ren) with their learning.

What would help you to be more skilled in helping your child(ren) with their learning?

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Please select the statement which is most true for you:

- I spend more time helping my child(ren) with their learning than I want to.
- I am happy with the amount of time I spend helping my child(ren) with their learning.
- I spend less time helping my child(ren) with their learning than I want to.

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Please explain why that is the case:

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If you wanted to, what would help you to spend more time helping your child(ren) with their learning?

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How often would you like teachers to tell you about what support is available to support you to help your child(ren) with their learning?

- Everyday
  - Once a week
  - Once a month
  - Once a term
  - Once a year
  - Never
-

What kind of support would you like teachers to offer you to support you to help your child(ren) with their learning? Please select all that you would like to be offered:

- Explain how I can get help with my own reading, writing, or maths skills as a parent.
- Explain how I can help my children to succeed in school.
- Explain how I can help my child(ren) with reading.
- Explain how I can help my child(ren) with writing.
- Explain how I can help my child(ren) with maths.
- Explain how I can help my child(ren) to want to try harder with learning.
- Explain how I can help my child(ren) to enjoy school.

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What other kinds of support would you like your child(ren)'s teacher to offer you to support you to help your child(ren) with their learning? Please write your ideas here:

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Teachers could tell you about support they can offer to support you to help your child(ren) with their learning in many ways. Please select how happy you would be with each of the following ways:

	Very happy	Quite happy	Not happy
In a private chat between me and the teacher at school-pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a group of parents at school pick-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting at my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 2-3 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 3-6 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 6-30 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private phone call between me and the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp video call between me and the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group WhatsApp message with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group Zoom/online meeting with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In a letter sent home with my child(ren).

In a private email

In a group email with other parents.

By advertising support on the school's Twitter or Facebook page.

By advertising support on the school's website.

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How would you prefer the teacher to ask you if you wanted support to help your child(ren) with their learning and arrange to receive that support?

Privately

With other parents

I do not mind

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What would make it easier to talk to your child(ren)'s teacher about support to help your child(ren) with their learning? Please select all that would make it easier for you.

- The teacher smiling at me whenever they see me
- The teacher saying hello to me whenever they see me
- The teacher asking me how I am whenever they see me
- The teacher telling me nice things about my child(ren).
- The teacher telling me that I can talk to them.
- Having a time arranged for me to talk to them.
- Being able to text the teacher.
- Being able to WhatsApp message the teacher
- Being able to call the teacher
- Being able to email the teacher.
- Being able to WhatsApp video call the teacher.
- Being able to have a Zoom/online meeting with parents.
- Being able to have the teacher visit me at home.

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Please describe any other ideas you have about what would make it easier for you to talk to your child(ren)'s teacher about supporting you to help your child(ren) with their learning.

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In what way would you prefer the teacher to ask you if you wanted support to help your child(ren) with their learning and arrange to receive that support?

- Face to face at school pick up.
  - In a meeting at another time.
  - Text message
  - WhatsApp message
  - WhatsApp video call
  - Phone call
  - Email
-

Teachers could give you support to help your child(ren) with their learning in many ways. Please select how happy you would be with each of the following ways:

	Very happy	Quite happy	Not happy
In a private chat between me and the teacher at school-pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a group of parents at school pick-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting at my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 2-3 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 3-6 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 6-30 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private phone call between me and the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp video call between me and the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group WhatsApp message with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group Zoom/online meeting with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- In a letter sent home with my child(ren).
- In a private email
- In a group email with other parents.
- By advertising support on the school's Twitter or Facebook page.
- By advertising support on the school's website.

Educational psychologists work with children, young people, school staff and parents to support children's development, well-being, resilience, learning and achievement. If you wanted support, how happy would you be for an educational psychologist to support you to help your child(ren) with their learning?

- Very happy
- Quite happy
- Not happy

Please explain why you have this view:

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If you wish to share any other thoughts about supporting parents to help their children with their learning, please write them here:

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Which area of the UK do you live in?

- Wales
- Scotland
- England
- Northern Ireland

Please select any of these qualifications that you have (if you have qualifications from outside of the UK, tick the 'qualifications from outside of the UK' box and the nearest UK qualification if you know it):

- No qualifications.
- Qualifications from outside of the UK.
- 1-4 O levels/CSEs/GCSEs, Senior Certificate (any grades), Entry Level, Foundation Diploma, O Grade, Standard Grade, Access 3 Cluster, intermediate 1 or 2.
- NVQ/SVQ Level 1, Foundation GNVQ, Basic Skills.
- 5+ O levels (passes)/CSEs (grade 1)/GCSEs (grades A\*-C), School Certificates, 1 A level/2-3 AS levels/VCEs, Welsh Baccalaureate Intermediate

Diploma, Higher Diploma, SCE Higher Grade, Higher, Advanced higher, CSYS, Advanced Senior Certificate or equivalent.

- NVQ/SVQ Level 2, Foundation or Intermediate GNVQ, GSVQ, City and Guilds Craft, BTEC First/General Diploma, RSA Diploma, SCOTVEC Module.
  - Apprenticeship.
  - 2+ A levels/VCEs, 4+ AS levels, Higher School Certificate, Welsh Baccalaureate Advanced Diploma, Progression/Advanced Diploma.
  - NVQ/SVQ Level 3, Advanced GNVQ/GSVQ, City and Guilds Advanced Craft, ONC, OND, BTEC National, RSA Advanced Diploma, SCOTVEC National Diploma.
  - Degree (for example BA, BSc), Higher degree (for example MA, PhD, PGCE).
  - NVQ/SVQ Level 4-5, HNC, HND, RSA Higher Diploma, BTEC Higher Level
  - Professional Qualifications (for example teaching, nursing, accountancy).
  - Other vocational/work-related qualifications.
- 

Have your children ever been eligible for free school meals?

- Yes
  - No
  - Not sure
-

Does your family own enough computers, lap-tops, iPad/tablets in your house for each child aged 4-18 to have access to one whenever they need it for learning? Please do not count ones borrowed from school.

Yes

No

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Before school closures due to coronavirus how many hours a week did a **parent or other family member** help your child(ren) with their learning outside of school hours? If you have more than one child, please answer for the one who received the most time.

0 hrs a week

1 hrs a week

2 hrs a week

3 hrs a week

4 hrs a week

5+ hrs a week

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Before school closures due to coronavirus how many hours a week did a **tutor/teacher** help your child with their learning outside of school hours? If you have more than one child, please answer for the one who received the most time.

- 0 hrs a week
- 1 hr a week
- 2 hrs a week
- 3 hrs a week
- 4 hrs a week
- 5+ hrs a week

**Appendix E. Questionnaire for teachers**

Please take 'parent' to mean parent or carer. Parents can help with their children's learning through supporting them with reading, writing, maths and other areas of learning. Teachers and educational psychologists can support parents in this task. Please answer these questions with your personal view, not that of your school or service.

Please select which statement best reflects your views:

- It is very important that children succeed in school.
- It is quite important that children succeed in school.
- It is not important that children succeed in school.

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Please explain why you have that view:

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What would cause you to see children's success in school as more important?

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Please select which statement is most true for you:

- It is very important that I support parents to help their children with their learning if they need it.
- It is quite important that I support parents to help their children with their learning if they need it.
- It is not important that I support parents to help their children with their learning if they need it.

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Please explain why you have that view:

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What would cause you to see you supporting parents to help their children with their learning as more important?

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Please select which statement is most true for you:

- I am very willing to support parents to help their children with their learning.
  - I am quite willing to support parents to help their children with their learning.
  - I am not willing to support parents to help their children with their learning.
- 

What would make you more willing to support parents to help their children with their learning?

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Please select which statement is most true for you:

- I am very skilled in supporting parents to help their children with their learning.
  - I am quite skilled in supporting parents to help their children with their learning.
  - I am not skilled in supporting parents to help their children with their learning.
- 

What would help you to be more skilled in supporting parents to help their children with their learning?

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Please select the statement which is most true for you:

- I spend more time supporting parents to help their children with their learning than I want to.
- I am happy with the amount of time I spend supporting parents to help their children with their learning.
- I spend less time supporting parents to help their children with their learning than I want to.

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Please explain why that is the case:

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If you wanted to, what would help you to spend more time supporting parents to help their children with their learning?

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How often do you think you should tell parents about what support is available from school to support them to help their children with their learning?

- Everyday
  - Once a week
  - Once a month
  - Once a term
  - Once a year
  - Never
- 

What kind of support would you like to offer parents to support them to help their children with their learning? Please select all that you would like to offer (even if you don't feel able):

- Explain how parents can get help with their own reading, writing, or maths skills.
  - Explain how parents can help their children to succeed in school.
  - Explain how parents can help their children with reading.
  - Explain how parents can help their children with writing.
  - Explain how parents can help their children with maths.
  - Explain how parents can help their children to want to try harder with learning.
  - Explain how parents can help their children to enjoy school.
- 

What other kinds of support would you like to offer parents to support them to help their children with their learning? Please write your ideas here:

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Teachers could tell parents about what support they can offer to help them to help their children with their learning, in many ways. Please select how happy you would be to use each of the following ways:

	Very happy	Quite happy	Not happy
In a private chat between me and the parent at school-pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a group of parents at school pick-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting at the parent's home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 2-3 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 3-6 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 6-30 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private phone call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp video call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group WhatsApp message with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group Zoom/online meeting with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



In a letter sent home with children.

In a private email

In a group email with other parents.

By advertising support on the school's Twitter or Facebook page.

By advertising support on the school's website.



How would you prefer to ask parents if they wanted support to help their children with their learning and arrange to provide that support?

Privately

With other parents

I do not mind



What would make it easier for you to offer support to parents to help their children with their learning? Please tick all that would make it easier for you.

- Knowing that senior staff supported me in this role.
- Having more training on how to support parents to help their children with their learning.
- Having protected time specifically allocated for this work.
- Being able to text parents.
- Being able to WhatsApp message parents.
- Being able to call parents.
- Being able to email parents.
- Being able to WhatsApp video call parents.
- Being able to have a Zoom/online meeting with parents.
- Being able to visit parents at home.
- Working with an educational psychologist to plan this work.

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Please describe any other ideas you have about what would make it easier for you to support parents to help their children with their learning.

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In what way would you prefer to ask parents if they wanted support to help their children with their learning and arrange to provide that support?

- Face to face at school pick up.
  - In a meeting at another time.
  - Text message
  - WhatsApp message
  - WhatsApp video call
  - Phone call
  - Email
-

Teachers could give parents support to help their children with their learning in many ways. Please select how happy you would be with each of the following ways:

	Very happy	Quite happy	Not happy
In a private chat between me and the parent at school-pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a group of parents at school pick-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting at the parent's home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 2-3 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 3-6 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 6-30 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private phone call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp video call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group WhatsApp message with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group Zoom/online meeting with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- In a letter sent home with children.
  - In a private email
  - In a group email with other parents.
  - By advertising support on the school's Twitter or Facebook page.
  - By advertising support on the school's website.
- 

Educational psychologists work with children, young people, school staff and parents to support children's development, well-being, resilience, learning and achievement. How happy would you be to work with an educational psychologist to support parents to help their children with their learning?

- Very happy
  - Quite happy
  - Not happy
- 

Please explain why you have this view:

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If you wish to share any other thoughts about supporting parents to help their children with their learning, please write them here:

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Which area of the UK do you live in?

- Wales
- Scotland
- England
- Northern Ireland

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Please select which of the following best describes your current job title:

- Primary/Infant/Junior school teacher
- Secondary/high school teacher.
- Primary/Infant/Junior school headteacher/principal.
- Secondary/high school headteacher/principal.
- Primary/Infant/Junior school deputy/assistant headteacher/principal.
- Secondary/high school deputy/assistant headteacher/principal.
- Parent or Family Support/Liaison/Engagement/Involvement Teacher.
- Trainee teacher.

**Appendix F. Questionnaire for EPs**

Please take 'parent' to mean parent or carer. Parents can help with their children's learning through supporting them with reading, writing, maths and other areas of learning. Teachers and educational psychologists can support parents in this task. Please answer these questions with your personal view, not that of your school or service.

Please select which statement best reflects your views:

- It is very important that children succeed in school.
- It is quite important that children succeed in school.
- It is not important that children succeed in school.

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Please explain why you have that view:

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What would cause you to see children's success in school as more important?

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Please select which statement is most true for you:

- It is very important that I support parents to help their children with their learning if they need it.
- It is quite important that I support parents to help their children with their learning if they need it.
- It is not important that I support parents to help their children with their learning if they need it.

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Please explain why you have that view:

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What would cause you to see you supporting parents to help their children with their learning as more important?

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Please select which statement is most true for you:

- I am very willing to support parents to help their children with their learning.
  - I am quite willing to support parents to help their children with their learning.
  - I am not willing to support parents to help their children with their learning.
- 

What would make you more willing to support parents to help their children with their learning?

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Please select which statement is most true for you:

- I am very skilled in supporting parents to help their children with their learning.
  - I am quite skilled in supporting parents to help their children with their learning.
  - I am not skilled in supporting parents to help their children with their learning.
- 

What would help you to be more skilled in supporting parents to help their children with their learning?

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Please select the statement which is most true for you:

- I spend more time supporting parents to help their children with their learning than I want to.
- I am happy with the amount of time I spend supporting parents to help their children with their learning.
- I spend less time supporting parents to help their children with their learning than I want to.

Please explain why that is the case:

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If you wanted to, what would help you to spend more time supporting parents to help their children with their learning?

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How often do you think you should tell parents about what support is available from school to support them to help their children with their learning?

- Everyday
  - Once a week
  - Once a month
  - Once a term
  - Once a year
  - Never
- 

What kind of support would you like to offer parents to support them to help their children with their learning? Please select all that you would like to offer (even if you don't feel able):

- Explain how parents can get help with their own reading, writing, or maths skills.
  - Explain how parents can help their children to succeed in school.
  - Explain how parents can help their children with reading.
  - Explain how parents can help their children with writing.
  - Explain how parents can help their children with maths.
  - Explain how parents can help their children to want to try harder with learning.
  - Explain how parents can help their children to enjoy school.
- 

What other kinds of support would you like to offer parents to support them to help their children with their learning? Please write your ideas here:

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Educational psychologists could tell parents about what support they can offer to help them to help their children with their learning, in many ways. Please select how happy you would be to use each of the following ways:

	Very happy	Quite happy	Not happy
In a private chat between me and the parent at school-pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a group of parents at school pick-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting at the parent's home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 2-3 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 3-6 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 6-30 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private phone call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp video call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group WhatsApp message with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group Zoom/online meeting with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In a letter sent home with children.

In a private email

In a group email with other parents.

By advertising support on the school's Twitter or Facebook page.

By advertising support on the school's website.



How would you prefer to ask parents if they wanted support to help their children with their learning and arrange to provide that support?

Privately

With other parents

I do not mind





What would make it easier for you to offer support to parents to help their children with their learning? Please select all that would make it easier for you.

- Knowing that senior staff supported me in this role.
- Having more training on how to support parents to help their children with their learning.
- Having protected time specifically allocated for this work.
- Being able to text parents.
- Being able to WhatsApp message parents.
- Being able to call parents.
- Being able to email parents.
- Being able to WhatsApp video call parents.
- Being able to have a Zoom/online meeting with parents.
- Being able to visit parents at home.
- Working with teachers to plan this work.

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Please describe any other ideas you have about what would make it easier for you to support parents to help their children with their learning.

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In what way would you prefer to ask parents if they wanted support to help their children with their learning and arrange to provide that support?

- Face to face at school pick up.
  - In a meeting at another time.
  - Text message
  - WhatsApp message
  - WhatsApp video call
  - Phone call
  - Email
-

Educational psychologists could give parents support to help their children with their learning in many ways. Please select how happy you would be with each of the following ways:

	Very happy	Quite happy	Not happy
In a private chat between me and the parent at school-pick up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a group of parents at school pick-up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private pre-arranged meeting at the parent's home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 2-3 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 3-6 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group pre-arranged meeting with 6-30 other parents at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private phone call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp video call between me and the parent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private text message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a private WhatsApp message.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group WhatsApp message with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a group Zoom/online meeting with other parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- In a letter sent home with children.
- In a private email
- In a group email with other parents.
- By advertising support on the school's Twitter or Facebook page.
- By advertising support on the school's website.

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How happy would you be to work with teachers to support parents to help their children with their learning?

- Very happy
- Quite happy
- Not happy

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Please explain why you have this view:

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If you wish to share any other thoughts about supporting parents to help their children with their learning, please write them here:

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Which area of the UK do you live in?

- Wales
- Scotland
- England
- Northern Ireland

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Please select which of the following best describes your current job title:

- Educational psychologist
- Senior educational psychologist
- Principal educational psychologist
- Deputy/Assistant principal educational psychologist
- Trainee educational psychologist

**Appendix G Debrief information for parents, teachers and educational psychologists**

**Thank-you for taking the time to complete this questionnaire. Please read the debrief information attached.**

**Department of Psychology – Cardiff University**

**Debrief Information Sheet**

Thank-you for taking the time to complete this questionnaire or interview. The questionnaire or interview has asked for your views about parent/carer involvement/help with children’s learning. Responses will be used to help teachers, parents and educational psychologists better understand how to support parent/carer involvement/help with their children’s learning.

Please contact Jess Lazo via email lazojr3@cardiff.ac.uk or her supervisor Dale Bartle (Department of Psychology, Cardiff University) BartleD@cardiff.ac.uk for any further information you require.

You may also contact Cardiff University Ethics Committee if you wish by telephone (029 208 70360 or by email (psychethics@cardiff.ac.uk) if you have any complaints, comments or questions about this research.

Please contact your children’s school and/or follow your school or service policies and procedures for support and guidance should any matters arise relating to parent involvement with children’s learning, school, complaints, or the wellbeing or safeguarding of staff, parents or pupils. Support is also available via Action For Children’s helpline <https://parents.actionforchildren.org.uk/> and the Samaritans by calling 116 123.

**Appendix H. Social media groups, EPSs and online networks that the questionnaires were distributed to.**

<b><u>Places the questionnaire link was shared/posted in September 2020 and December 2020</u></b>	<b><u>Parent questionnaire</u></b>	<b><u>Teacher questionnaire</u></b>	<b><u>EP questionnaire</u></b>
<u>EPNET (Educational Psychology Network).</u>	Y	Y	Y
<u>Facebook (researcher’s personal account).</u>	Y	Y	Y
<u>Twitter (researcher’s personal account).</u>	Y	Y	Y
<u>EPS services in South Wales</u>	Y	Y	Y
<u>What’s app to friends and family.</u>	Y	Y	Y
<u>Psychologists for Social Justice</u>		Y	Y
<u>The Family</u>	Y		

<u>Primary School Teachers</u>		<u>Y</u>	
<u>Just Psychology</u>			<u>Y</u>
<u>Cardiff DEdPsy all Years</u>	<u>Y</u>	<u>Y</u>	<u>Y</u>
<u>Splott/Adamsdown Community and Mutual Aid</u>	<u>Y</u>	<u>Y</u>	
<u>Welsh Primary Teachers</u>		<u>Y</u>	
<u>Co-parenting</u>	<u>Y</u>		
<u>Education and Child Psychologist/Psychology related Group</u>			<u>Y</u>
<u>ADHD/ASD UK community support</u>	<u>Y</u>		
<u>Primary teaching NQT and Trainee teachers</u>		<u>Y</u>	
<u>Primary teacher UK</u>		<u>Y</u>	
<u>Llanishen and Thornhill Community Page</u>	<u>Not allowed</u>	<u>Not allowed</u>	
<u>MAPP</u>	<u>Y</u>		
<u>Teaching Reception</u>		<u>Y</u>	
<u>UK Psychologists in Independent Practice</u>			<u>Y</u>
<u>Penylan Covid-19 Community Support</u>	<u>Y</u>	<u>Y</u>	
<u>Cardiff Covid-19 Mutual Aid</u>	<u>Y</u>		
<u>Penylan, Roath and Cyncoed Community Group</u>	<u>Y</u>	<u>Y</u>	
<u>One Meal at a time Cardiff</u>	<u>Y</u>		
<u>The Teachers community</u>			
<u>Hope Community Action for the Many not the few</u>	<u>Y</u>	<u>Y</u>	
<u>Home Learning Support for parents/carers</u>	<u>Y</u>		
<u>Teachers group</u>			
<u>ADHD parent Support</u>	<u>Y</u>		
<u>Parenting on a budget</u>	<u>Y</u>		
<u>Ask a teacher</u>		<u>Y</u>	
<u>Nurture room teachers UK</u>		<u>Y</u>	



<u>Teaching reception</u>		Y	
<u>Secondary English teachers</u>		Y	
<u>Education our say our way</u>	Y	Y	
<u>Teachers</u>		Y	
<u>Secondary School Teachers</u>		Y	
<u>Teacher-parent knowledge exchange supporting parents with secondary school</u>	<u>Not allowed</u>	Y	
<u>Secondary teachers ideas and support community</u>		Y	
<u>Cardiff mums</u>	Y	Y	
<u>Foundation phase teachers in Wales</u>		Y	
<u>Teacher squad</u>		Y	
<u>Teaching ideas</u>		Y	
<u>UK teachers</u>		Y	
<u>Parents of children with additional needs chat and support group UK</u>			
<u>Maths teachers, head of maths and tutors in the UK</u>		Y	
<u>We are teachers</u>		Y	
<u>Teachers group</u>			
<u>Teachers</u>			
<u>Year 3 and 4 teachers UK</u>		Y	
<u>Secondary teacher life</u>		Y	
<u>Teachers helping teachers</u>		Y	
<u>Classroom management and student behaviour</u>		Y	

## Appendix I Researcher Personal data research form

### Personal data research form

Researcher responsible for the data: \_\_Jessica Lazo Trainee Educational Psychologist

Research project name or SREC code: \_\_EC.20.06.09.6054R3A Supporting Parent Involvement/help with Children's learning: the views of parents, teachers and educational psychologists.

<p><b>Description of personal data held or processed.</b> Provide a narrative description of what the data are.</p>	<p>The data will be interview audio recordings either recorded in person or from an online meeting. Recordings will be made on a mobile phone and Dictaphone. They will then be transcribed in word processed typed transcripts.</p>
<p><b>Information that is being held or processed.</b> Indicate the nature of the data: how could the person be identified and what information is stored alongside that identity.</p>	<p>The person could potentially be identified if they said anything that reveals their identity or through their voice. If this is the case, the data will either be omitted from the transcript or replaced with pseudonyms. No questions will be asked that require the person to reveal their identity and the interviewer will only know their name and contact details for the purpose of arranging the interview, after this, this information will be deleted from all records (e.g., phone/email contacts).</p>
<p><b>When is data collection likely to begin and be completed?</b></p>	<p>December 2020 to May 2021</p>
<p><b>Number of individuals for whom information will be held.</b></p>	<p>A maximum of 6.</p>
<p><b>Lawful basis for processing.</b> This will probably be 'Public Interest' or 'Consent'.</p>	<p>Informed consent of participants to the research process.</p>
<p><b>Does the data include special category data (or Criminal offence data)?</b> Special categories include: race, ethnicity, politics, religion, trade union membership, genetics, biometrics, health, sex life or sexual orientation. If yes, then is specific consent used to process this information?</p>	<p>No.</p>
<p><b>Length of time personal data will be kept.</b> Personal data should only be kept for as long as necessary. Research data should be anonymised as soon as possible and the length of time before this happens should be communicated to the participant.</p>	<p>The data will be transcribed within 2 weeks of each individual interview, after which the data will become anonymous as any potentially identifying information will be removed and the data will no longer be linked to the interviewee's voice. Once transcribed, the recordings will be deleted.</p>
<p><b>What are the data security procedures?</b> Ensure all personal data is kept secure.</p>	<p>Recordings will be made on a mobile phone and a Dictaphone (in case of device failure). The mobile phone is password protected. The recordings from both devices will then be uploaded to the researcher's google drive which is password protected. Once uploaded, they will be deleted from</p>

	the mobile phone and Dictaphone. Transcriptions will be saved in google drive also and so will be password protected. Text messaged or emails or phone records used to arrange the interviews will be deleted one the interview is completed. Beyond the email or telephone correspondence required to arrange the interview, there will be no record made of the participants' names or personally identifying data.
<b>List CU (Cardiff University) staff who have access to the personal data.</b>	Dale Bartle
<b>Indicate whether all people listed above have completed their mandatory information security training.</b> Available here: <a href="https://intranet.cardiff.ac.uk/staff/news/view/211993-information-security-training-when-will-you-complete-yours">https://intranet.cardiff.ac.uk/staff/news/view/211993-information-security-training-when-will-you-complete-yours</a>	Yes
<b>List CU students who have access to the personal data.</b>	Jessica Lazo Trainee Educational Psychologist.
<b>What guidance or training have/will the students receive concerning data security?</b>	Training and supervision throughout my Doctorate
<b>List people external to CU who have access to the personal data.</b> Provide their affiliation	None.
<b>What agreements are in place for data security outside of CU?</b>	Not applicable as data will not be shared with people outside of CU.
<b>Justification for not anonymising these data.</b> Explain why the data are not or cannot be anonymised.	Face to face interviews cannot be considered confidential from the researcher. The recording of interviewees voices means that they could be identified from that and anything they might say during interview that reveals their identity. In order for the interview to be transcribed, the researcher needs to be able to record the interviewee's voice.

## Appendix J Participant Characteristics table

### *Participant characteristics*

Total number of participants and number per group.	117 participants, 44 parents, 42 teachers and 31 educational psychologists.
Which area of the UK participants come from.	<b>44 Parents:</b> 75% (Wales) 25% (England) 0% (Scotland and Northern Ireland).

	<p><b>42 Teachers:</b> 42% (Wales) 53% (England), 5% (Scotland) 0% Northern Ireland.</p> <p><b>31 EPs:</b> 45% (Wales) 54% (England) 0% (Scotland and Northern Ireland).</p>
Job titles of teachers and EPs	<p><u>Teachers</u></p> <p>Primary/Infant/Junior school teacher 71%</p> <p>Secondary/High school teacher. 22%</p> <p>Primary/Infant/Junior school Headteacher/Principal 2%.</p> <p>Secondary/High school Headteacher/Principal 0%.</p> <p>Primary/Infant/Junior school Deputy/Assistant Headteacher/Principal.2%</p> <p>Secondary/High school Deputy/Assistant Headteacher/Principal.2%</p> <p>Parent or Family Support/Liaison/Engagement/Involvement Teacher. 0%</p> <p>Trainee teacher 0%</p> <p><u>EPs</u></p> <p>Educational psychologist 70%</p> <p>Senior educational psychologist 3%</p> <p>Principal educational psychologist 3 %</p> <p>Deputy/Assistant principal educational psychologist 0%</p> <p>Trainee educational psychologist 24%</p>
Parents' level of qualifications.	1% of parents had no qualifications, 7% had 1-4 GCSEs or equivalent, 16% had 5+ GCSEs (A*-C), 15% had 2+ A-levels or equivalent, 22% had a degree or higher degree and 12% had a professional qualification.
Parent rating of their child(ren)'s free school meal eligibility current or past.	22% of parents said that their child had ever been eligible for free school meals, 75% said never and 3% were not sure.
Parent rating of whether they own enough computers, lap-tops, iPad/tablets in their house for each child aged 4-18 to have	79% of parents selected yes, 21% selected no.

<p>access to one whenever they need it for learning.</p>	
<p>Parents' rating of how many hours a week a parent or other family member helped their child(ren) with their learning outside of school hours (before school closures due to coronavirus and rated for the child who received the most time).</p>	<p>4.5% rated 0 hrs a week  14% rated 1 hrs a week  43% rated 2 hrs a week  18% rated 3 hrs a week  4.5% rated 4 hrs a week  16% rated 5+ hrs a week</p>
<p>Parents' rating of how many hours a week a tutor/teacher helped their child with their learning outside of school hours (before school closures due to coronavirus) and rated for the child who received the most time.</p>	<p>91% rated 0 hrs a week  7% rated 1 hrs a week  2% rated 2 hrs a week  0% rated 3 hrs a week  0% rated 4 hrs a week  0% rated 5+ hrs a week</p>

**Appendix K Parent, teacher and EP qualitative data themes, sub-themes and illustrative quotes regarding views about PICL.**

<b>Parent qualitative data themes sub-themes and illustrative quotes regarding views about PICL (RQ 1)</b>		
<b>Theme</b>	<b>Sub-theme</b>	<b>Illustrative quote</b>
Value of PICL and PICL support	Holistic needs	<p>(PICL is very important) To help them achieve their goals and to encourage them to stick to tasks and figure out problems and work through them.</p> <p>My child needs a high level of support. When he has a strong emotional connection with me, this helps to reduce his anxiety.</p> <p>A parents support to their child learning during school is helpful to the child's motivation as well as their educational understanding. Helping a child with their school studies will help the child know they are loved and that their parent is there for them in all parts of their life.</p> <p>This will give them confidence to problem solve and to ask for help when needed.</p> <p>I'm their parent and I see it as part of my job to help my children with their learning.</p> <p>Because it will help reinforce what's learnt in school and help some children that need extra time /practice etc.</p> <p>It's very important for parents to help their children. Give them a head start in life. Even if it's just reading or helping with homework. Or just taking an interest in what they do.</p>

		<p>Parents understand their children best &amp; public schools are so pressed that children, particularly those more able &amp; therefore not as needing to attention, can get forgotten.</p> <p>I want to help if my child is struggling</p> <p>As a parent it is my responsibility to help them in every aspect of their lives where they need it.</p> <p>As a parent it is my job to support my child in whatever/whenever they need it.</p> <p>If it was a subject I didn't understand, I would ask someone else for help.</p> <p>Because parents are responsible for reinforcing what children learn at school and as school is only 39 weeks of the year.</p> <p>Children who 'fall behind' are labelled as 'underachieving'. I don't want that for my child. Their confidence will suffer if they are always struggling to keep up.</p> <p>(PICL is very important) To support them. So I know how they are getting on with their learning. They know they can come to me for help.</p> <p>So that better results are achieved and to help with anxiety and his emotional development.</p> <p>(PICL more important if) Proof that schooling doesn't mean child will only be taught to be an employee; just to follow orders - they have to ask questions.</p>
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	Family wellbeing before learning	<p>My child struggles all day at school and just wants to switch off at home, I am unwilling to turn home time into a battle ground where they experience more 'failure' and instead focus my support Emotionally in recovering from the onslaught that is school.</p> <p>Improve well-being at school</p>
	Less academic CYP	<p>I have 4 children. my 3rd child has learning difficulties. I find it difficult to assist him as hid learning style is very different.</p> <p>Need more ideas and resources for the non-academic kids coming home from school to support hone learning g for non-academic kids.</p> <p>I would be even more willing to help if I could see that they were being properly supported to make progress and help. It would be good if that support was there so that the children were not distressed by trying to do work and there was not such a fight to get it done</p>
Bespoke to the child	Need	<p>If they have difficulty learning at school.</p> <p>If they really needed it.</p> <p>I want to help if my child is struggling.</p> <p>(PICL more important) If they were really struggling</p> <p>If they have difficulty learning at school.</p> <p>As a parent it is my responsibility to help them in every aspect of their lives where they need it.</p> <p>If a child needs support they should have access to it, whether this be from the parents themselves or additional tutoring facilitated by the parents.</p>



		<p>If my child needs anything then i would help them</p> <p>I would help my child with anything if they needed it. Both academically and socially. My son needed support with dealing with bullying and so I took him on a kidscape workshop. I help him with homework if he needs it too.</p> <p>However, my child struggles all day at school and just wants to switch off at home, I am unwilling to turn home time into a battle ground where they experience more 'failure' and instead focus my support Emotionally in recovering from the onslaught that is school.</p> <p>If my child needs assistance to allow him to learn enough to reach his potential, then I would help him.</p> <p>If they were falling behind in school. Or not at the right stage for there year.</p> <p>If they find it difficult learning in school</p>
	Willingness	<p>If my child let me help more! I'm sometimes told to go away, especially if it's a subject I used to love in school.</p> <p>If my daughter would listen.</p> <p>If they will accept my help, I am very happy to give it, therefore it is important.</p> <p>I like to help them learn and encourage them if they need me to, without forcing or pushing them.</p> <p>A child's receptiveness to receiving help and how engaged they are.</p>
Varied holistic communication support and	Wellbeing	<p>Help with how to improve child self-esteem, help to deal with parental frustrations in dealing with child and system.</p>

information		<p>(More willing to PICL if) More patience.</p> <p>My patience can sometimes get better of me.</p> <p>I would love to have the energy and enthusiasm to put individual lesson plans together for them both and to be able to sit and help them with their learning every day. But I am working full time.</p> <p>They are so impacted by dyslexia that they need so much help just to engage and secure the basics, I am doing the job the school and local authority should be doing. it's not that I am spending more time than I want too, it's that they having to spend much more time that would be reasonably expected, or they want too, they see formal learning as a chore not a joy, they is little space or energy to play with fun aspects of learning and to be an explorer</p>
	Guidance on child's needs	<p>If the teacher could update me on what he needs more/extra help in and I could concentrate more on that area.</p> <p>More easy to access direction from school in what's needed or helpful.</p> <p>Focused direction on what specifically could help them.</p> <p>Appropriate child specific work from the teacher to help focus on the child's needs.</p>
	PICL skill	<p>Parent support and advice from the school on how to encourage children to engage with tasks at home - after a long day at school this can be hard for the child (and parent).</p> <p>If I had some training from school.</p> <p>Explanations from schools e.g. ways of doing long division/ ways it is taught is different from how i was taught</p>

		<p>More ideas and resources coming home from the teachers. I am not an educator. I do not have years of experience in this. And yet I am being expected to home-school or support the school curriculum without knowing how to do it or what that is.</p> <p>Better communication with school to learn what to do.</p> <p>Having helped my child during lockdown I understand that I (and the majority of parents I speak to) could be given short courses in how to guide our children better - how to correct their reading and writing for example.</p> <p>If the school could give me some guidance on ways to assist the learning.</p> <p>More information about how school is teaching them key topics, particularly maths, so I can reflect that either specifically to reinforce or to provide an alternative methodology if my child is struggling with the “standard” way something is taught.</p> <p>Greater understanding of curriculum.</p> <p>More experience and knowledge of learning through play. I was taught in a very rigid, learn by rote, way so have to adjust to the different style taught today.</p> <p>More knowledge of techniques to use and skills that can be applied to secure learning.</p> <p>I believe every child is entitled to an education. I am not a teacher. Whilst I can assist my child's learning, I do not believe I should be the sole facilitator.</p>
	<p>Variety of methods</p>	<p>I'm lucky as I have attended lots of parenting courses.</p> <p>Having better access to the information from the lesson as he can't remember and is unable to copy the lesson quick enough.</p> <p>These should be more readily available for people.</p> <p>Learning the work for lessons or a parent's guide</p> <p>Good communication and partnership with the school.</p>

		<p>Parent teacher communication and relationships.</p> <p>Workbook with relevant information/school plan.</p> <p>Understanding the curriculum. School support to equip parents who may not be that academic themselves and know where to get help or useful resources.</p> <p>Focused worksheets and feedback from teachers to help my child at home if needed.</p> <p>Good home school communication.</p> <p>School lead informing parents of benefits.</p> <p>Workbook for parents.</p> <p>It was all stuff I was able to do. Or fun.</p> <p>If I had some training from school.</p> <p>Need more ideas and resources for the non-academic kids coming home from school to support home learning for non-academic kids.</p> <p>Depends on the subject matter but treating the parent as a collaborator for learning and providing additional guidance to them would assist, as they will rarely be as adept at teaching than a teacher.</p>
	Know barriers	I need them to appreciate that I have 4 children - they do not have a laptop each I am also a key worker and struggle to find time to teach enough
Parent factors	Beliefs, knowledge and	Because parents are responsible for reinforcing what children learn at school and as school is only 39 weeks of the year.

	understanding	<p>I want my son to be happy and lead a fulfilling life. Having a good education will open new doors and opportunities for him.</p> <p>I would always want my child to come to me for help, even if I don't know the answers, we can work them out and problem solve together.</p> <p>Successful learning is built on home school partnership working. Parents/caregivers are key to that success.</p> <p>I believe every child is entitled to an education. I am not a teacher. Whilst I can assist my child's learning; I do not believe I should be the sole facilitator.</p> <p>Support is important but so is independent learning.</p> <p>I am very willing, where I think the curriculum is relevant.</p> <p>I don't want to hothouse; I think it's good for children to take some responsibility for their own learning, but I like them to know that I am always here to guide them when they need it.</p> <p>I'm their parent and I see it as part of my job to help my children with their learning.</p> <p>Because it will help reinforce what's learnt in school and help some children that need extra time /practice etc.</p> <p>It's very important for parents to help their children. Give them a head start in life. Even if it's just reading or helping with homework. Or just taking an interest in what they do.</p> <p>Learning is a constant and often thing you can't be expected to just learn at school</p> <p>My children's success is my first priority as a mother, and I want the best for them. Learning together sets a good example, and they know that help is there when needed.</p> <p>I have noticed that when I put extra effort in assisting them with their homework or teach them at home, they are always complimented in school by their teacher</p>
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		<p>I think parents should support children's learning in the home as well as reinforcing learning in the school. If they have the support, they need then they'll feel happier learning and enjoy it.</p> <p>It is important that parents role model learning and that they are able to offer support to their children regarding learning if they need it.</p> <p>It is my job as a parent to help my child reach his or her potential as a human being and learning is very important</p> <p>my child struggles all day at school and just wants to switch off at home, I am unwilling to turn home time into a battle ground where they experience more 'failure' and instead focus my support Emotionally in recovering from the onslaught that is school</p> <p>We have a rule in our house that I will help with things if I know my son cannot do them, but if he can, he needs to do them. With things I help with, he needs to try first just so we know what he is capable of and how to help</p> <p>The bit that is key is the "if they need it". One of my kids is very academic and it comes naturally to her. She strives for more and has a thirst for knowledge. Of course, I am going to help her with her learning to keep her stimulated. My other daughter is not so much. She is a do-er not a thinker. Trying to force her to do lots of literacy stuff is almost impossible. It's more work for me as I have to be more creative to come up with games and things which interest her. She learns more through play. I still want to support her, but I can't just give her the same things to do as her sister as they are wired in different ways.</p>
	Skill and experience	<p>I would have to do lire research into the subjects etc</p> <p>Understanding the topics and maths calculations</p>

		<p>I'm not a teacher and I don't seek to be one.</p> <p>It was all stuff I was able to do.</p> <p>Knowing the work they were doing and how it should be done.</p> <p>Knowing what they have to learn by end of term/year.</p> <p>I'm not great at the new IT systems and platforms they use.</p> <p>I can't help with maths as I am not very good at it! I know the teachers are much more skilled in helping children learn as it is what they're trained in.</p> <p>More experience and knowledge of learning through play. I was taught in a very rigid, learn by rote, way so have to adjust to the different style taught today.</p> <p>Better IT skills</p>
	Time	<p>If I had more time when not working, I would be able to spend more with them.</p> <p>Not working as many hours.</p> <p>Time! I work full time and I volunteer.</p> <p>As a key worker for the emergency services, I am finding it impossible to be a work we and a teacher. I would be more willing to teach if I was able to take this time without it affecting our family income.</p> <p>If I had more time.</p> <p>If I had more time to spend one to one with my children.</p>
	Home environment	<p>A designated study/office area in our home so I could organise resources and have less distractions.</p>

		<p>Turning off the iPad and replacing them with board games.</p> <p>If I had a cleaner and a chef...</p> <p>Having a live-in housekeeper!</p> <p>Less responsibilities as a mother as a whole</p>
The Role of the EP	Experience and knowledge	<p>They have the knowledge and experience</p> <p>Because they are the experts in this field and do not have the time pressures teachers have</p> <p>Because they have experience</p>
	Independent view	<p>All help is welcome. I don't have all the answers.</p> <p>Understanding how to build resilience is really important and having an independent view would be helpful as it is easy to miss/misunderstand when so close</p> <p>I want the best for my children and realise I may not always be the best person to provide support in all areas</p>
	Conditional	<p>If needed, any additional help is welcome as long as it's relevant and with clear milestones/outcomes.</p> <p>If it helps the children succeed in school, then it is worth taking the help.</p> <p>Would depend in what way and how</p> <p>These people should know ways of how to teach and support children; although preferably they should have their own children to have real practical experience.</p>



		<p>These people should know ways of how to teach and support children; although preferably they should have their own children to have real practical experience.</p> <p>I would not want some professional that fails to acknowledge my and my child's reality crossing my threshold - it's a form of abuse.</p> <p>If it helps certainly would not turn it away</p> <p>If my child was struggling, I would be very welcoming of their advice</p> <p>I have made use of this in the past for one of my children and was disappointed as they could offer no practical advice other than making referral based on their findings</p> <p>I would need to know more before making a decision</p> <p>The school system and the local authorities (particularly Educational Psychology) are failing children with dyslexia in my area, they do not provide the access t education needed to make sure they get the good outcomes they could be expected to get my children would have been left in damaged state unless I stepped in.</p>
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**Teacher qualitative data themes, sub-themes, and illustrative quotes regarding views about PICL (RQ 2).**

<b>Theme</b>	<b>Sub-theme</b>	<b>Illustrative quote</b>
PICL and supporting it benefits CYP especially now	Wellbeing and success	Teaching is NOT a 9 to 5 profession. To increase student success, we must increase parent involvement and parent participation. The best way to do that is through building positive, safe relationships where parents feel

		<p>comfortable reaching out to us.</p> <p>My support for parent involvement is at an all-time high!</p> <p>Parents have always played a part in children's learning and development but much more now</p> <p>to support parents in helping their child with their learning gives the child the best opportunity at achieving success.</p> <p>Parents spend a lot of time with their children (more time than they are at school). I believe that if we can support parents to engage their children and to demonstrate interest and a pro-active approach to their development, the children will have a greater chance of success.</p> <p>Learning needs to take place both at home and school to be successful.</p> <p>Engaged parents means more success in general for their child</p> <p>It's an aid to the child's success.</p> <p>Supporting mental health, independence skills. Basic parenting skills support for those who need it.</p> <p>Mental health support in order to help their child access their education/schooling</p>
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	<p>Role-models matter</p>	<p>Unfortunately, too many parents don't care about their children's education, so I'd support them as much as possible. The parents need good role models. I think parents don't feel confident in their roles.</p> <p>Parents are their child's first educators and model attitudes towards learning and life that that the child will pick up on.</p> <p>Knowing where to send them for extra information or videos that model the approaches to learning currently used in Wales.</p> <p>Parents attending workshops or 1:1 meetings, time during school hours so</p>

		<p>childcare is not an issue Use technology to engage parents - time to prepare videos, modelling learning.</p> <p>If parents are not involved in their child's education and do not value education, it will influence the child's view and have an impact on their education.</p> <p>It is very important that parents support (and get any support in doing this) their children throughout school. Children learn from their parents, if the parents don't care the children are unlikely to care. If the parent doesn't read or promote reading for example, then the likelihood of the child reading is slim.</p>
	Barriers to supporting PICL	<p>Time! Being a classroom teacher takes up at least 12 hours a day 6 days a week every week so there is very little time to engage with parents as I would like to.</p> <p>Parents are not always interested in the support offered. There are lots of other things teachers are expected to do that take up time. Agendas by policy makers and SLT prioritising other things.</p>
	Supporting parents supports CYP	<p>Sometimes, half the battle with children no succeeding at school is down to home life and parent support. If you can support the parent, you are supporting the child too.</p>

		Of course, our job is to support children to the best of our ability and sometimes (often at my school) that means supporting the family as well.
	Conditional (PICL can negatively affect classroom learning, parents may not engage, home-schooling enabler and barrier to PICL support)	<p>Although it is important, some parents demand a lot. I'm happy to support but not if it negatively impacts classroom learning.</p> <p>Pre COVID some of my replies about supporting parents face to face would have been different. I would have liked opportunities to lead parental learning activities to enable the parents to support their children and was part of a project two years ago to increase support for writing. Unfortunately, the world today is different.</p> <p>My support for parent involvement is at an all-time high!</p>
Parents need holistic support	Personal challenges (mental health, literacy, poverty, own schooling).	<p>Some parents want to help their children but do not know how to. Their experience of school/education</p> <p>Discuss with parents the positive nature of education in school. Some parents might have had negative experience when they were in school which can cause a barrier to their engagement and willingness to support schools and their children positively.</p>

		<p>themselves may not have been good but most parents want their children to do as well as/better than they did!</p> <p>How to look after their own wellbeing, so as to be able give emotional support. How to support their children's behaviour - strategies that are helpful.</p> <p>all parents want what is best for their children. Some parents have a hard time with their own life due to poverty, addiction, trauma mental health. It is important to help break the cycle.</p> <p>This is long over-due, mental health problems with parents and subsequently with children underlie just about all of the difficulties children and teachers face.</p>
	Knowing expected to engage in child's learning	<p>Parents need to know they are expected to engage and taught how to do so.</p>
	Knowing how to do PICL.	<p>Parents need to know they are expected to engage and taught how to do so.</p> <p>Sometimes children get mixed messages from school and home as to how to do things when we should be working together to ensure children get the best way which is right for them as individuals. I believe helping parents to see how they</p>

		<p>can help their children is the way forward for this current generation with all the problems they are facing.</p> <p>Some parents want to help their children but do not know how to. Their experience of school/education themselves may not have been good but most parents want their children to do as well as/better than they did!</p> <p>Parents need to understand how their children learn. It is important that the work can be done by children independent of parents but that if they need support that parents know how to support.</p>
Facilitators of support for PICL	Time	<p>Because as a teacher my role is hard enough. We don't have the time or resources to support parents in this capacity.</p> <p>If I had more time.</p> <p>Since our lockdown in March, I was able to support parents when home learning though giving suggestions, finding resources and just in conversations when helping them. Something I carried on when I could when back to full time classroom. As some children isolated there was a need to support parents further but without adequate time to support them. More time to be able to</p>

		<p>support parents would be wonderful.</p> <p>Time - I already work a 60-hour week.</p> <p>Being given time and training to do so</p> <p>Time</p> <p>more time in the day to do this</p> <p>If it was timetabled/ part of the curriculum for parents to come in and be shown how to team teach, then teach their child. There could be someone assigned a role in the education dept.</p> <p>More time.</p> <p>I am always willing to support parents to help their children with their learning. A consistent media for two-way communication combined with demonstration of a willingness from parents to engage in this and to show interest in their child's learning would probably make me more willing. Time dedicated for contact with parents would also make me more willing. Opportunities such as parents' evening can be limited by time and also occur at the end of a school day which can be tiring. A day or days with parents dedicated to support them would be very welcome.</p> <p>Not so much skill but time. There never seems to be enough time to properly talk</p>
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		<p>to parents.</p> <p>More time to assist parents.</p> <p>More time to prepare and greater opportunities to speak to parents about their child's learning.</p> <p>Time! Being a classroom teacher takes up at least 12 hours a day 6 days a week every week so there is very little time to engage with parents as I would like to.</p> <p>Different pulls on my time.</p> <p>I already work a 60-hour week and have my own family. I think an open meeting for parents with help explained and discussed would work well, but time, prep time, resources prep and COVID make this difficult.</p> <p>Parents are not always interested in the support offered. There are lots of other things teachers are expected to do that take up time. Agendas by policy makers and SLT prioritising other things.</p> <p>As a busy mother and teacher, I do not always have time to respond to messages straight away or organise things.</p> <p>Many times, parents don't show up when given time for help. This time is seen as not that important by leadership and</p>
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		<p>council</p> <p>Lack of preparation time and hours in the day. Lack of parental engagement from those needing support.</p> <p>It is rare for a teacher to meet with a parent. Usually, it's once a year for a 10 minute parents' evening slot. head teachers want to be the only ones to have contact with parents. They don't trust teachers' skills. There's no time as too much is demanded of teachers already.</p> <p>Time constraints.</p>
	<p>Opportunity to build home school relationships</p>	<p>more opportunity to work with parents. More contact.</p> <p>Training or just opportunity to work with parents.</p> <p>There is a balance which is well achieved by offering homework if they want it, sending reading books home and parental engagements opportunities and reading cafe with parents.</p> <p>Teaching is NOT a 9 to 5 profession. To increase student success, we must increase parent involvement and parent participation. The best way to do that is through building positive, safe relationships where parents feel</p>

		<p>comfortable reaching out to us.</p> <p>Building good, positive relationships with parents from the start is vital.</p>
	Clear consistent messages	<p>A combined approach should give children support with consistent messages.</p> <p>I am always willing to support parents to help their children with their learning. A consistent media for two-way communication combined with demonstration of a willingness from parents to engage in this and to show interest in their child's learning would probably make me more willing. Time dedicated for contact with parents would also make me more willing. Opportunities such as parents' evening can be limited by time and also occur at the end of a school day which can be tiring. A day or days with parents dedicated to support them would be very welcome.</p>
	PICL in the curriculum	<p>If it was timetabled/ part of the curriculum for parents to come in and be shown how to team teach, then teach their child. There could be someone assigned a role in the education dept.</p> <p>It being part of the curriculum would show the government thought it had some significance.</p>

		It needs to be part of the curriculum so mandatory.
	Parent engagement	<p>In my current school parental engagement is low.</p> <p>Few parents ask for support.</p> <p>Parents are not willing to come to workshops or meetings that support them with their child. Perhaps the time of these events is unhelpful.</p> <p>Parental engagement, and time to do so</p> <p>Parental engagement!</p> <p>It is difficult to engage some parents and therefore makes it difficult to want to help. You need parental support and agreement if you are to help them</p> <p>If parental engagement was better. It is usually very hard to engage the parents who need the most support.</p> <p>Parental uptake on workshops. Unfortunately, the uptake is often very low. Also, some CPD (continual professional development) sessions in which teachers share ways in which they have been successful in supporting parents.</p>
	Leadership trust in teachers and understanding parents.	It is rare for a teacher to meet with a parent. Usually, it's once a year for a 10

		<p>minute parents' evening slot. head teachers want to be the only ones to have contact with parents. They don't trust teachers' skills. There's no time as too much is demanded of teachers already.</p> <p>scheduled time, head teachers trusting and valuing teachers to do this.</p> <p>training. Leadership team being more open and flexible regarding family needs.</p>
	PICL supportive structures	<p>If it was timetabled/ part of the curriculum for parents to come in and be shown how to team teach, then teach their child. There could be someone assigned a role in the education dept.</p> <p>It being part of the curriculum would show the government thought it had some significance.</p> <p>It needs to be part of the curriculum so mandatory.</p> <p>Time dedicated to engaging parents and discuss ways to support their children.</p> <p>Focused after school parent sessions, allowing parents to work with their child in class for open day visits.</p>
	Teacher training	<p>Being given time and training to do so</p> <p>Better training in online platforms and</p>

		<p>technology</p> <p>Better training in online platforms and technology</p> <p>I feel skilled in the year groups I have experience in but if changing years groups or key stages more training in that age group. More support to help EAL parents access help with their children's learning.</p> <p>Training</p> <p>Training</p> <p>training. Leadership team being more open and flexible regarding family needs.</p> <p>Training in this area.</p> <p>Training or just opportunity to work with parents.</p> <p>Not given the opportunity to ensue this training and support is given</p>
	<p>Parent and teacher safety</p>	<p>messages could be misinterpreted. accusations can be made about what happened in private meetings. teaching unions would need to be consulted.</p> <p>Assembly-style presentations work well to a large group. email is evidence of the information shared. children 'lose' letters they don't want parents to see. It needs to be part of the curriculum so</p>

		<p>mandatory.</p> <p>Teaching is NOT a 9 to 5 profession. To increase student success, we must increase parent involvement and parent participation. The best way to do that is through building positive, safe relationships where parents feel comfortable reaching out to us.</p>
	Seeing PICL support enable PICL	<p>If more time meant more successful</p> <p>Give and take. If a parent actively seeks support or completes work at home, I will be more willing to support them. It is challenging to share your support with 30 children, but at least they are all (normally anyway) willing to receive it. Dealing with 60 parents (hypothetically) giving each the same amount of time and effort with the majority not actively acting upon it, is a waste of time and energy.</p> <p>As long as they are trying their best as well. If not, I will put more into the child instead of wasting energy on people who play lip service but don't act.</p> <p>Parents could see the rounded benefits of supporting their children at home in the correct manner.</p>
What teachers would like to offer parents	School as a centre for life-long learning	Attitudes towards education in our society need to change in order to bring people together as a learning community.

		<p>I think the way in which learners are tested constantly and time pressures are put upon learning, makes the experience of school stressful for many and at times threatening. A more holistic approach, in which school was one particular site of learning, into which all are welcome would provide a much better approach. In this way, all learners and their families (regardless of age or background) could come together as they needed to access education. Again, what is there to stop a person in their 20's sitting in the same maths lesson as a 16-year-old? We see ages and stages as rigid and necessary in this country when they do not need to be so. In generations past children learned from older family members around them in a much more mixed way. Perhaps this mixed age approach could work in our own time?</p>
	<p>A variety of group and individual parent communication methods</p>	<p>Students and parents have the right to privacy; therefore, they deserve private conversations. The group of 3 to 6 parents will work if they all have the same struggles.</p> <p>messages could be misinterpreted. accusations can be made about what happened in private meetings. teaching unions would need to be consulted. Assembly-style presentations work well to a large group. email is evidence of the</p>



		<p>information shared. children 'lose' letters they don't want parents to see.</p> <p>More parent evenings/afternoons.</p> <p>Organised help groups for different subjects/ethnicities</p>
	<p>Parent and child holistic wellbeing, child development and PICL support</p>	<p>To develop their own aspirations.</p> <p>Sample lessons for parents. Engagement with the outdoors Mindfulness and mental health activities, helping parents to understand how to help their child. Encouraging independent learning by the children, opportunity to explore, make mistakes and learn from them</p> <p>Mental health support in order to help their child access their education/schooling</p> <p>Identifying their child's learning style and potential additional learning needs earlier. Parents feel teachers are the experts, unfortunately they are not always.</p> <p>If the parent has school-based issues from their past, how to deal with them. If the parent doesn't like school/struggles-how they can get over this/at least pretend for their child's benefit</p>

	<p>'why' and 'how' of PICL information</p>	<p>Parents need to know they are expected to engage and taught how to do so.</p> <p>Parents need to know how they can help their children, especially if they have themselves may not be as academic or if these children could have barriers to learning, such as coming from a low-income family.</p> <p>Sample lessons for parents. Engagement with the outdoors Mindfulness and mental health activities, helping parents to understand how to help their child. Encouraging independent learning by the children, opportunity to explore, make mistakes and learn from them</p> <p>Parents need to understand how their children learn. It is important that the work can be done by children independent of parents but that if they need support that parents know how to support.</p> <p>Some parents want to help their children but do not know how to. Their experience of school/education themselves may not have been good but most parents want their children to do as well as/better than they did!</p> <p>Sometimes children get mixed messages from school and home as to how to do</p>
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		<p>things when we should be working together to ensure children get the best way which is right for them as individuals. I believe helping parents to see how they can help their children is the way forward for this current generation with all the problems they are facing.</p>
<p>EP role</p>	<p>Valuable additional contribution to PICL</p>	<p>Wealth of extra knowledge</p> <p>Ed psychs often have resources and ideas that I don't and it's useful to share ideas and approaches with a broader range of professionals.</p> <p>Shared understanding but from different angles</p> <p>Sometimes other views may be needed particularly for children with special needs.</p> <p>Ed psychs have more knowledge of specific needs to allow success</p> <p>Educational psychologists are very skilled at what they do, and it would be only beneficial to have their support</p> <p>Having worked with educational psychologists and parents, I can see the benefits of sharing and communicating information</p> <p>Because they would have more specialist knowledge.</p>

		<p>Expertise</p> <p>They have expertise in areas that we don't.</p>
	Collaboration with EPs enhances PICL support	Have previously been in meeting with Ed Psych & parent and found it very beneficial, inputting from both sides & listening to & learning from Ed Psych's communication with parent.
	Open to work with any professionals	I have worked with educational psychologists in the past and it has always proved valuable and insightful. It has always helped the child to succeed to the best of their ability when having input from an educational psychologist. Therefore, having the opportunity to work with an educational psychologist to support parents to help their child with their learning would be of great value to all those involved.
	Delays in support for CYP damages learning.	Educational psychologists and teachers have different areas of expertise and working together is in the best interests of the family
<b>EP qualitative data themes, sub-themes and illustrative quotes regarding views about PICL (RQ 6).</b>		
<b>Theme</b>	<b>Sub-theme</b>	<b>Illustrative quote</b>

<p>Value of holistic PICL and supporting PICL</p>	<p>Long-term positive impact</p>	<p>I feel it is a key part of my role</p> <p>It is a key part of the EP role to support parents in facilitating their children's learning where they need this help. It will increase the extent to which children achieve their potential and succeed at school. It will also contribute to development of positive relationships in the home environment and the child's feeling of home as a secure base where they will be supported. It will also contribute to parents' positive self-image and self-esteem.</p> <p>I think I am always willing to work collaboratively with parents to help them support their children with learning.</p> <p>Parents are a vital part of children's learning. Empowering parents is likely to have a long-term impact.</p> <p>I do think it's important and always try to help with this</p> <p>Parents are children's first educators when it comes to helping them to learn new developmental skills - they need to meet a child's needs within the child's zone of proximal development and scaffold their learning.</p> <p>Parents have a huge impact on their children's development, and it is vital that they are seen as funds of knowledge in all aspects of learning. Parents scaffold their children to adapt to life rather than exams.</p>
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		<p>We need to be humble when working with parents and understand their influence.</p> <p>I think this is now more important because of Covid and children spending more time learning at home.</p> <p>Educational psychologists are valued and needed now as much as ever</p> <p>Particularly in the current context of Covid, parents are being asked to do more teaching at home and may feel anxious of lacking confidence in this. Supporting parents by listening to their anxieties and helping to problem solve issues hopes to enable them to feel more confident and competent in their abilities</p> <p>We have a key role in supporting parents to be fully involved in their child's learning</p> <p>It is our job as EPs to help identify any barriers to a child/young person's learning potential and work to support them in whichever way they require.</p> <p>Children potentially spend more time with parents than teachers, so their involvement in children's learning is paramount.</p> <p>Many of the parents that I work with in my patch of schools are from disadvantaged backgrounds and therefore do not always have access to the same support as those families from more affluent families. As a result, I think it is very important that I provide support to these families to enable</p>
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		them to help their children with their learning and reach their potential.
	Whole system collaboration and ownership	<p>Our role is about helping children to be the best version of themselves. We work with a variety of people to make this possible. A parent seeking support in this area should be seen no differently to a teacher requiring our support in the school context</p> <p>I would caveat that this is in conjunction with school staff, not instead of. There are also limits on how much support would be given in the context of traded services.</p> <p>As stated above i.e., as part of the team supporting the child and where the school is the key provider of the support.</p> <p>It is important the EPs are part of the support process alongside the school and any other outside agency support, so in this way the EP is not the only one who provides support to the parents.</p> <p>Learning is completed across a young person's system - not just at school. We need a shared understanding of a CYP's strengths and needs for them to develop fully.</p>
	Holistic consistent home-school understanding of CYP need.	Learning (which I take to mean academics), is important but so is self-regulation and motivation etc- all must be covered.

		<p>Parents are the most influential people in their children's life and hence play a big role in their education. Consistency of approach across school and home is helpful too. Supporting parents who have a desire to help their children will also support parents' feelings of self-efficacy.</p> <p>Teachers can suggest activities that parents can do at home. It is important teachers explain strategies they use in schools: so that the same strategy is being used at home, preventing confusion and to give guidance to parents how to teach/explain it. Some parents have limited abilities themselves so teachers must support them too.</p>
	Bespoke support for CYP and parents	<p>I believe we should respect what is important to parents/carers and the CYP themselves, so if this means supporting them with their learning then I believe this is important.</p> <p>Parents may be in a position to want to support their child with learning but may not feel confident or able to do so, any support for them in this is important</p>
The role of school staff	More time and opportunity with parents.	<p>More time to get to know parents and their needs. More support from other agencies.</p> <p>More experience</p> <p>Time and opportunity.</p> <p>If I had more time.</p>



		<p>Time to do so</p> <p>If I am the person who is best paced to help parents for example, I have a better relationship than the school with them, this would become part of my work. However, as an external professional, while working with parents is an element of my role, usually the school would work in supporting parents as they would be able to offer a higher level of regular and consistent support to parents than a psychologist who has limited time in school-working with many different children in a short space of time. Most likely parents and school staff who have a joint meeting with me as EP which would include possible support at home, that was manageable for the parents, but then the school would take a lead on working with the parent to provide the activities, resources etc after this joint discussion.</p>
	<p>More knowledgeable of children's needs re PICL</p>	<p>I have answered "quite" because I think that it is mainly teachers' role to help parents to support their child's learning. I think they are better placed to do this as they know the child better than we do as EPs. I think as EPs we take a broader view, and as I said before to me success in school goes beyond learning. But, in some cases it might be helpful for EPs to support parents with home learning if there are specific difficulties or areas the teachers are not equipped to help with.</p>

	Prioritise more EP time for PICL.	<p>Support offered to parents initially through school rather than EPs directly.</p> <p>More time for CPD and to work with parents. But I think this should also be done alongside their schools, so then it's also the time from school to consider too.</p>
The role of the EP in PICL	Work through teachers	<p>I do think it's important and always try to help with this but sometimes parents need much more help than I have time to give in order to make a difference so unfortunately sometimes it's not the best use of resources. I do help other professionals including teachers give this support to parents too.</p> <p>I think as EP we can support schools to work closely with parents. Teachers have more time to link with parents over the academic year.</p> <p>Support offered to parents initially through school rather than EPs directly</p> <p>I think that we need to balance working with parents and schools, and schools should perhaps take some responsibility for supporting the parents, particularly as we will be leaving the system: if the change is to be maintained, they need to implement support without us.</p>
	Train and support parents and school staff.	I think as EP we can support schools to work closely with parents. Teachers have

		<p>more time to link with parents over the academic year.</p>
	<p>Prioritise wellbeing advice and disadvantaged families</p>	<p>I think one of the most important things we can do is help parents to support their children's social, relational and emotional development. Take the pressure away around learning.</p> <p>Some parents are more in need of support than others based on their backgrounds and their child's needs.</p> <p>I hope that helping parents to understand and support their children's learning needs would be beneficial for their children's learning and psychological well-being. This may include helping parents to reframe and reconstruct their thinking around their children's challenges.</p> <p>I think family circumstance perhaps would increase my perspective on how important it is to help parents. For example, families from low socio-economic backgrounds, parents with additional needs, parents with mental health difficulties etc.... may require a greater level of support.</p> <p>I do not necessarily feel that parents must provide schooling at home in the same way it is done at school (by professionally trained teachers). I feel parenting does involve teaching but the precursor to being able to learn is feeling safe and secure. I believe a parent's role is to ensure their child feels safe and secure first and</p>

		<p>foremost and if this is achieved and the child continues to need academic support, I would be more than happy to provide ideas for parents to support their child's learning at home.</p> <p>Many of the parents that I work with in my patch of schools are from disadvantaged backgrounds and therefore do not always have access to the same support as those families from more affluent families. As a result, I think it is very important that I provide support to these families to enable them to help their children with their learning and reach their potential.</p>
	<p>Promote PICL work and EP role in it.</p>	<p>This depends on the service I work for. If I am willing but the service does not enable me to work in this way, then I will be unable to do so.</p> <p>I feel that the inclusion of parents within consultation is a varied dependent on schools/Local Authorities. It is hard to do direct work with parents if time allocation does not allow/schools do not want to use their time systemically.</p>
	<p>Direct PICL work with parents may not be EP role.</p>	<p>I feel that whilst parental engagement is very important, I question whether this is the role of the EP to provide ongoing direct work with parents. I think that it may be more about empowering others in supporting parental engagement.</p>

		<p>It is important the EPs are part of the support process alongside the school and any other outside agency support, so in this way the EP is not the only one who provides support to the parents.</p> <p>I have answered “quite” because I think that it is mainly teachers’ role to help parents to support their child’s learning. I think they are better placed to do this as they know the child better than we do as EPs. I think as EPs we take a broader view, and as I said before to me success in school goes beyond learning. But, in some cases it might be helpful for EPs to support parents with home learning if there are specific difficulties or areas the teachers are not equipped to help with.</p> <p>Support offered to parents initially through school rather than EPs directly</p>
EPS/LA role in PICL	Reduce caseloads to enable PICL and preventative work.	High caseloads and limited time means there is little time for intervention work. More time is spent on casework where recommendations can be provided but are not always followed up. More direct time with parents would be n I feel our role is a little too reactive as opposed to preventative. If we were able to work more preventatively, I believe we would be doing more of this ice.
	Encourage schools to enable EP role in PICL.	If EP time wasn’t so limited and costly for schools with a focus on moving to EHCPs, there might be different priorities or wider

		<p>ranges of work, I would want to spend more time generally and for opportunities to work with families around learning but also other aspects of home. I feel that the inclusion of parents within consultation is a varied dependent on schools/Local Authorities. It is hard to do direct work with parents if time allocation does not allow/schools do not want to use their time systemically.</p>
	Fund EPS community work	<p>It is vital. I think we are inhibited by the trading arrangements we work in as we interact with schools primarily and parents second. So, if this was to change or we had funding to work directly with communities this could help.</p>
	Commission EP PICL work	<p>If the school were not doing this or they had specifically commissioned my work to be around supporting the parent, or this was identified as a priority over support in school as an identified next step at joint home school consultation</p>
EP needs re PICL	CPD re PICL, curriculum and resources	<p>Evidence-base for effectiveness of additional support at home (e.g., paired reading interventions),</p> <p>Educated sufficiently to do so. Life is constant learning</p> <p>CPD/ peer sessions with EP colleagues to think of the best ways in which to support parents and compile ideas and strategies</p>

		<p>Further training and literature searches around what works best in this area</p> <p>Knowledge of approaches to curriculum-based skill development</p> <p>Further training specifically designed around supporting parents. More time for this in service delivery models.</p> <p>It really depends on the age group, I have previously worked as an EY, lower primary and SEND teacher and would have more knowledge in supporting parents of these age groups, but I think the support from EPs shouldn't replace school and teacher support, so where I could improve my knowledge of the resources parents could use at home etc, I think it is better to work in conjunction with school staff etc.</p> <p>Further training and experience in this type of work. Understanding the place learning has in the young person's life.</p> <p>I am not a qualified teacher so in terms of specific teaching methods I would not be able to help.</p> <p>Enhanced knowledge of resources to signpost to parents.</p>
	<p>More time and opportunities to build experience and skills</p>	<p>I do think it's important and always try to help with this but sometimes parents need much more help than I have time to give in order to make a difference so</p>

		<p>unfortunately sometimes it's not the best use of resources</p> <p>More time to do so</p>
	Reflection on eco-systemic barriers to PICL	<p>Possibly reflecting more fully on the eco-systemic factors that contribute to barriers (in terms of attitudes, beliefs etc.) to parent motivation to support their children. This would result in a more skilled approach to gaining engagement and promoting the motivation of parents to support their children's learning.</p>
	Conditional (parents views and willingness to discuss what works and teachers on board).	<p>There are some skills (e.g., reading) that I think are crucial for children learn to ensure they can participate fully in the world. If I can support parents to support their child with this if they need it, then this seems a useful thing to do. This would depend upon whether parents felt equipped or wanted to support at home. This would be a collaborative discussion. There are a range of factors that could influence whether this would be appropriate, such is the messy reality of EP work!</p> <p>Where parents have had negative school experiences or have been unsupported by their own parents in this aspect.</p> <p>situation of parents/family and pragmatics of support (e.g., parental literacy skills, parents' values/motivations, job situation, time and resources available to support)</p>



		<p>the degree to which learning is important to the young person and family, perhaps?</p> <p>Parents expressing this wish</p> <p>Nothing would make me more willing. However, it is important not to 'badger' parents into doing activities at home with their parents, as you don't know what home situations are like. However, 'gentle' enquiries as to how the activities at home are good, as well as asking if more activities are needed or if they need support to deliver the activities.</p> <p>If that is what is important to the parents and the CYP.</p> <p>I believe we should respect what is important to parents/carers and the CYP themselves, so if this means supporting them with their learning then I believe this is important.</p> <p>If the school/parent relationship had broken down was finding it</p>
	Peer supervision re PICL	CPD/ peer sessions with EP colleagues to think of the best ways in which to support parents and compile ideas and strategies
	Liaison with school staff and other services.	<p>More opportunities to work with parents on a group level. Possibly joint working with other, more directly linked services.</p> <p>Having more links with services that support parental engagement. Seeking the views of parents about their needs and</p>

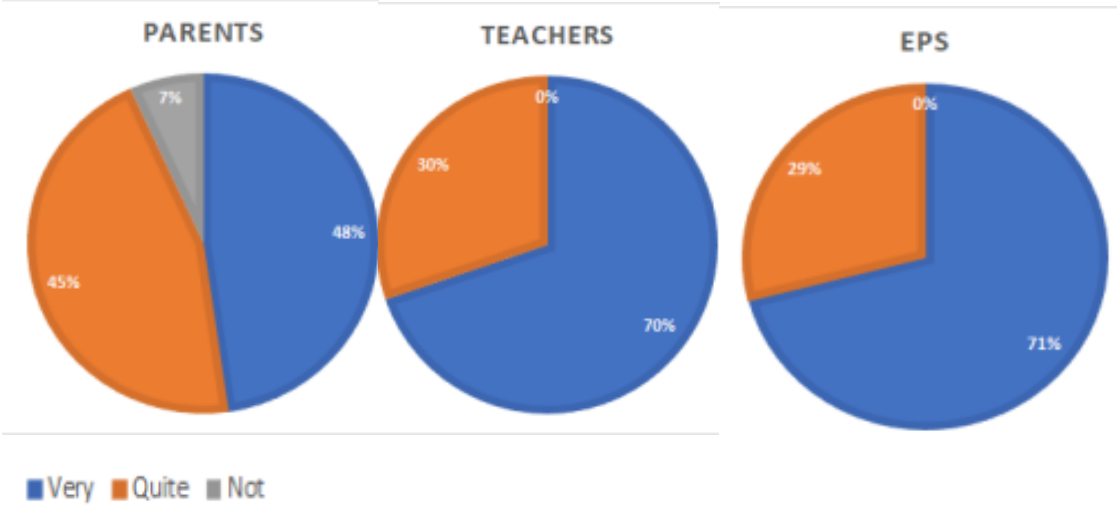
		<p>what works well. Having more time to work systemically with schools in order to address parental engagement were needed.</p>
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**Appendix L Additional findings**

Due to the amount of data collected, a decision was made to present the main findings in part 2 and additional ones in this Appendix.

RQs 4, 5 and 6 Parent, teacher and EP views about the importance of children succeeding in school

*Parent, teacher and EP ratings of the importance of children succeeding in school.*

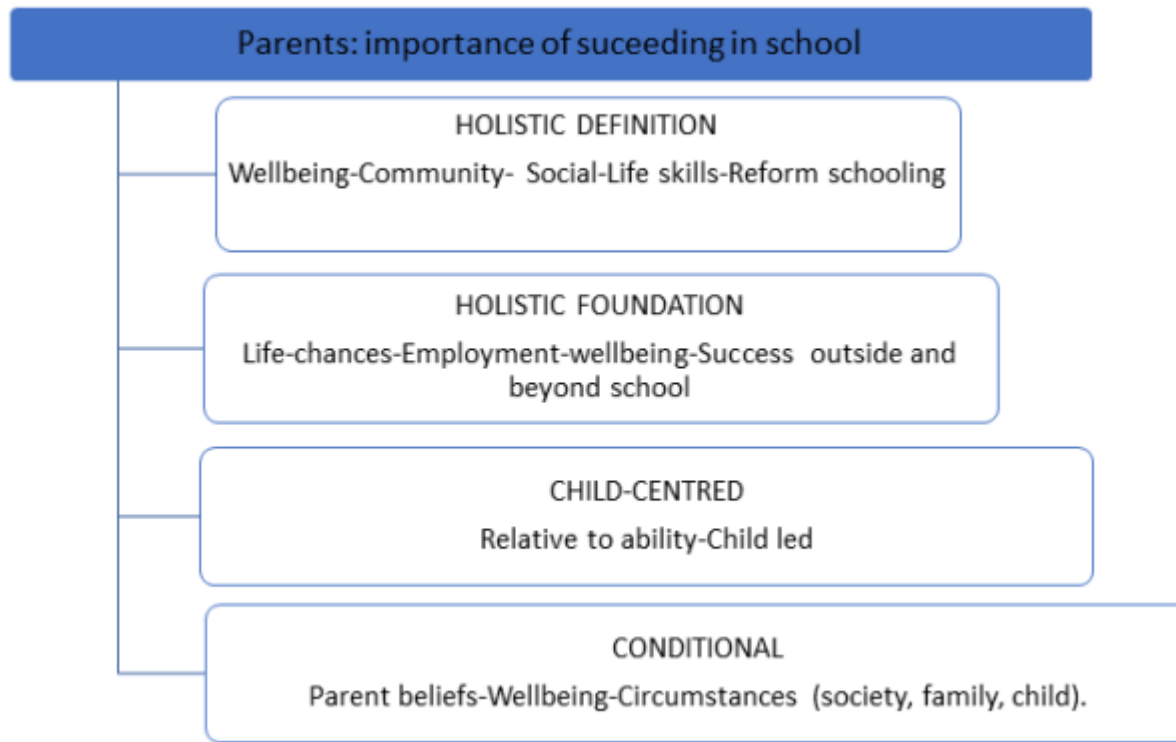


The largest proportion of parents (48%) thinking that school success is very important, is supported and explained by the themes holistic foundation and sub-themes life-chances, employment and wellbeing. 45% of parents thinking that school success is quite important and 7% thinking it is not important, may be explained by the themes holistic definition (and its sub-themes), conditional and sub-themes parents beliefs, wellbeing and circumstances, reform schooling and success outside and beyond school.

70% of teachers rating that that school success is very important is supported and explained by the theme success matters and the sub-themes life foundation, child's right, social justice and validates teaching. 30% of teachers rating school success as quite important, may be explained by the themes holistic definition and wellbeing and the sub-themes measure holistically, bespoke to child, reform school, conditional, wellbeing required for success and recognise success outside of and beyond school.

71% of EPs thinking it is very important that children succeed in school, is supported and explained by the theme foundation for the future and the sub-themes holistic success experiences for all via school, child's perception of school success matters, success and wellbeing of CYP, democratic and equitable society and validates effectiveness of education. 29% of EPs rating school success quite important, may be explained by the themes holistic definition, conditional and success outside of and beyond school and the sub-themes bespoke to the child, wellbeing first, success opportunities outside of school, academic or wellbeing struggles and success definition.

*Thematic map of parents' views of the importance of succeeding in school (themes are in Capitals, sub-themes are underneath).*



Theme and sub-theme descriptions

This shows that parents' views about the importance of children succeeding in school generated 4 themes (in capital letters) and several sub-themes (in small case). Each will now be briefly defined with themes (underlined) and sub-themes (not underlined).

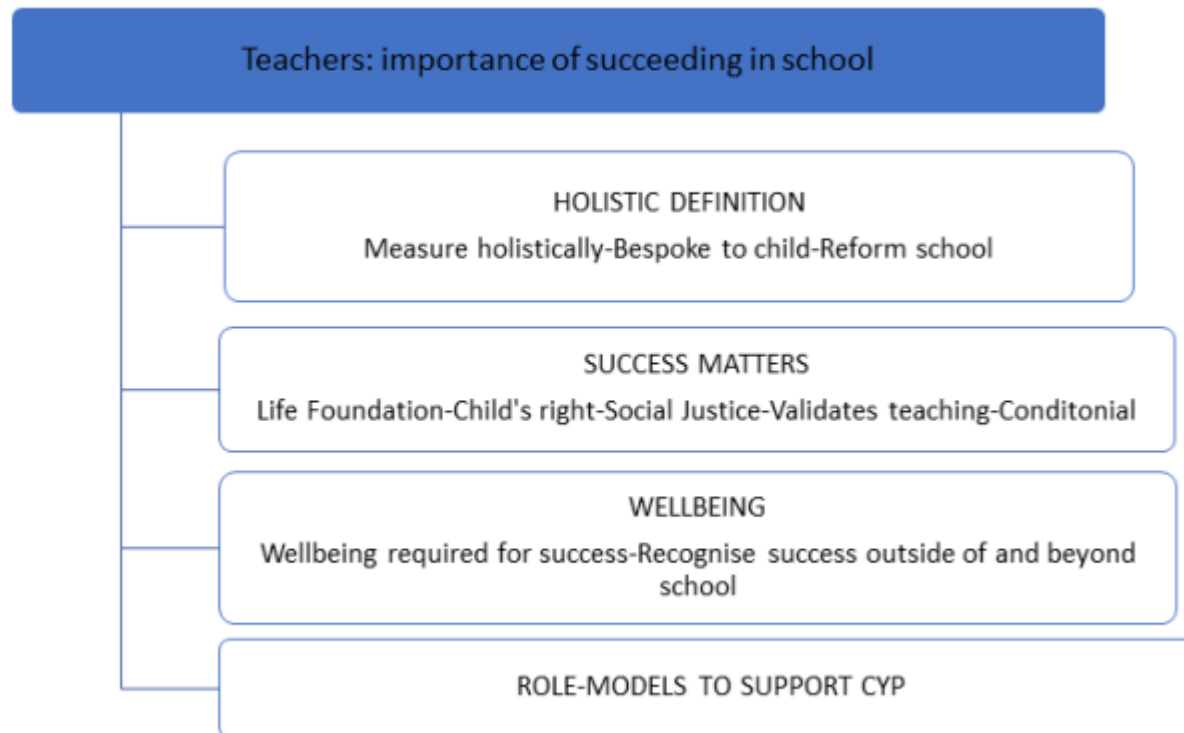
**Holistic definition:** success definitions should reflect the whole child. E.g., encompass **Wellbeing, community, social and life skills** to enable all to experience success. **Reform schooling** may be necessary.

**Holistic foundation:** school success is a basis on which CYP can achieve and develop broadly in childhood and beyond. This positively affects **Life-chances, employment, and wellbeing**. However, there is opportunity for **Success outside and beyond school**.

**Child-centred:** support for success and success measures should be bespoke to the needs of individual children. E.G. **Relative to ability and child led** so CYP shape success definitions.

**Conditional:** success depends on **Parent beliefs** about success and their child's ability, **wellbeing** needs being met first, **and circumstances (society, family, child)** (e.g. type of employment available in society, a family's ability to afford further education, a child's career ambitions).

*Thematic map of teachers' views of the importance of succeeding in school (themes are in Capitals, sub-themes are underneath).*



#### Theme and sub-theme descriptions

This shows that teachers' views about the importance of children succeeding in school generated 4 themes (in capital letters) and several sub-themes (in small case). Each will now be described with themes (underlined) and sub-themes (not underlined).

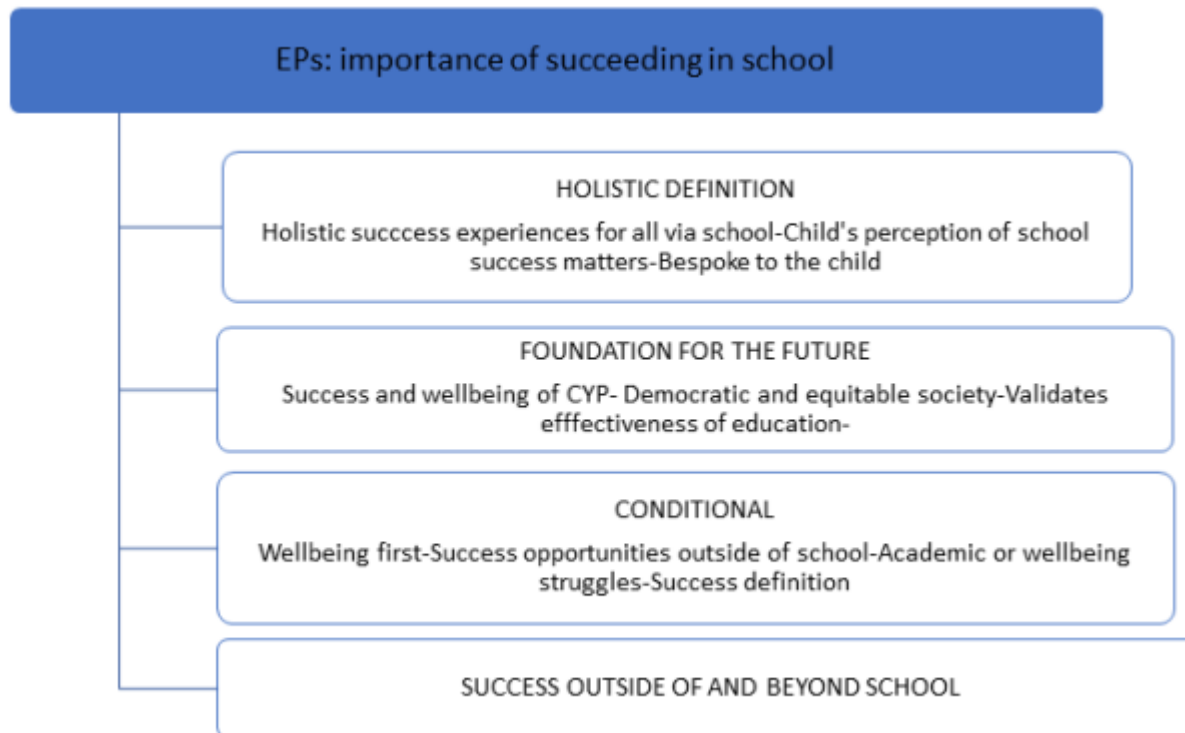
**Holistic definition:** success definitions should reflect the whole child. Therefore, schools should **Measure** success holistically, use methods **bespoke to the child** (e.g. compare them to themselves) and **reform school** to achieve this.

**Success matters:** for a range of present and future elements of CYP's lives. It is a **Life foundation** (basis for future development), **a child's right** and can enable **social justice** (equality of opportunity for children from disadvantaged backgrounds). Success **Validates teaching** (means it is working) and its importance is **conditional** on how success is defined, CYPs long-term goals and their level of support and resources outside of school.

**Wellbeing:** is key to CYP's school success. **Wellbeing required for success** (success is difficult without it) and it is important to **recognise success outside of and beyond school** to support wellbeing.

**Role-models to support CYP** through demonstrating helpful skills and attitudes.

*Thematic map of EPs' views of the importance of succeeding in school (themes are in Capitals, sub-themes are underneath).*



Theme and sub-theme descriptions.

This shows that EPs' views about the importance of children succeeding in school generated 4 themes (in capital letters) and several sub-themes (in small case). Each will now be described with themes (underlined) and sub-themes (not underlined).

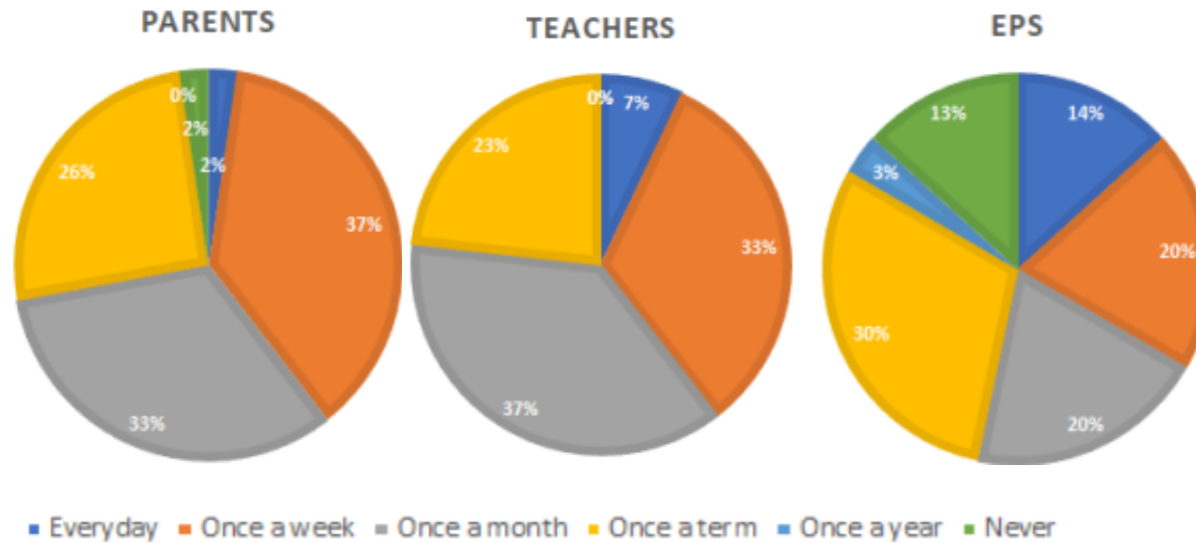
**Holistic definition:** success definitions should reflect the whole child. **Holistic success experiences for all via school** support wellbeing. **Child's perception of school success matters** (ask them what success means to them) and **bespoke to the child** (measure it relative to the child's ability/criteria).

**Foundation for the future:** school success could give CYP a good start in life and facilitate positive holistic outcomes. **Success and wellbeing of CYP: Democratic and equitable society:** CYP's school success in could creating the adults required for democracy and equality. **Validates the effectiveness of education:** school success justifies education.

**Conditional** the importance of school success is second to and requires achieving **Wellbeing first**. It's importance also depends on the level of **Success opportunities outside of school**. **Academic or wellbeing struggles** in CYP may determine the importance of school success as does the **success definition**.

**Success outside of and beyond school:** EPs acknowledged that school success was not the only opportunity to experience success in the lifespan.

*Parent ratings of how often they would like teachers to tell them about what support is available to support them to help their children with their learning and how often teachers and EPs would like to tell them about that support.*



This shows that the majority of parents (37%) preferred teachers to tell them about the support they could offer *once a week*. This was followed in preference by *once a month* (33%) and *once a term* (26%). The same proportion of parents wanted teachers to tell them about the support they could offer *everyday* (2%) as *never* (2%) 0% of parents wanted teachers to tell them about the support they could offer *once a year*. The majority of teachers wanted to tell parents about the support they could offer *once a month* (37%) followed by *once a week* (33%), *once a term* (23%) and *everyday* (7%). No teachers wanted to tell them about the support they could offer *once a year* or *never*. The majority of EPs wanted to tell parents about the support they could offer *once a term* (30%). This was followed in preference by *once a month* (20%) and *once a week* (20%), *everyday* (14%), *never* (13%) and *once a year* (3%). Double the proportion of EPs wanted to tell parents about the support they could offer *everyday* compared with teachers and 5% more teachers wanted to tell parents about the support they could offer *every day*.



*Parent ratings of what kinds of support they would like teachers to offer them to help them to support their children with their learning and what kinds of support teachers and EPs would like to offer them to do so.*

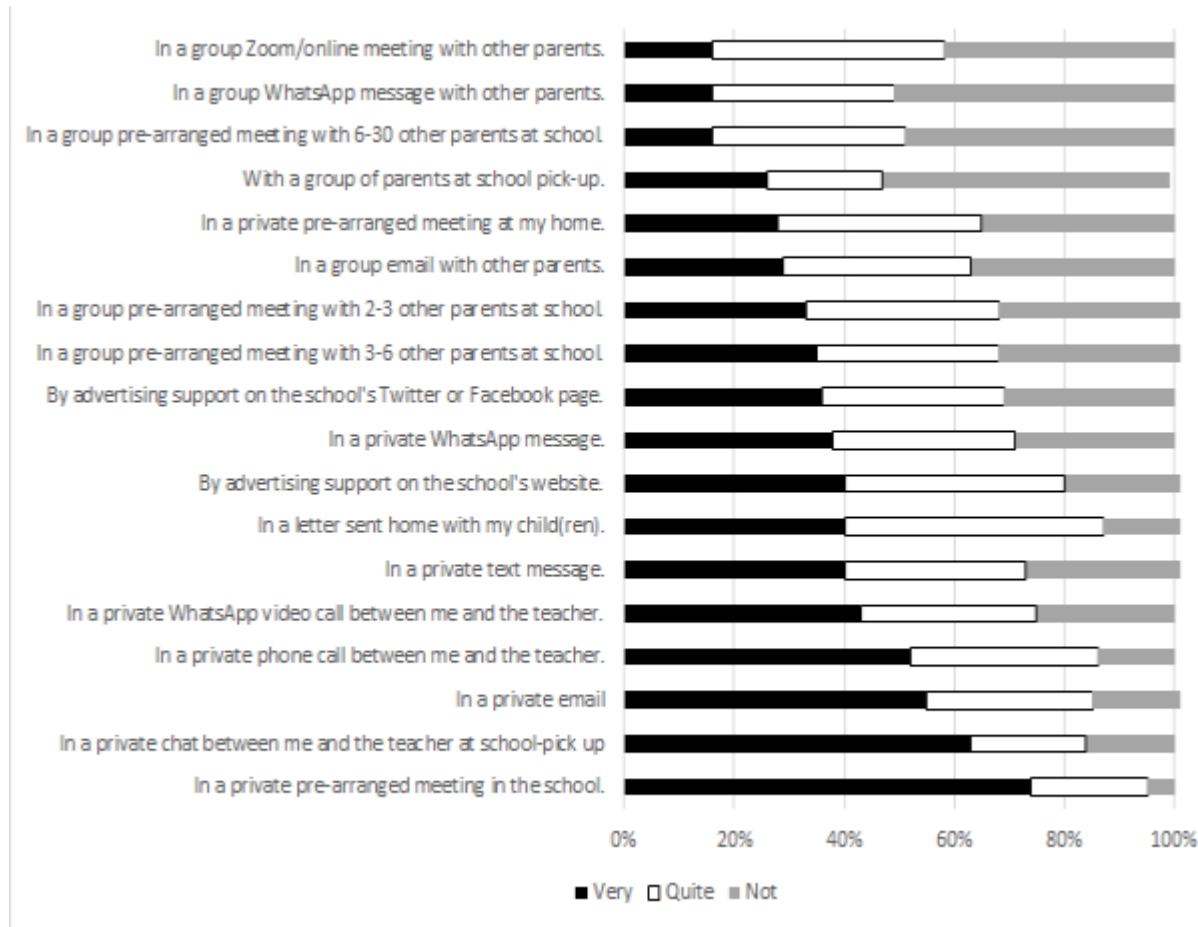
Area of support	Parents'		Teachers'		EPs	
	Rank	%	Rank	%	Rank	%
How to help children to want to try harder with learning.	1	17%	4	13%	4	13%
How to help children to enjoy school.	1	17%	3	14%	1	17%
How to help children to succeed in school.	2	16%	2	15%	2	15%
How to help children with writing.	3	15%	4	13%	3	14%
How to help children with maths.	4	14%	3	14%	3	14%
How to help children with reading.	5	14%	2	15%	3	14%
How to get help with parents' own reading, writing, or maths skills.	6	7%	1	16%	4	13%

This shows that in terms of the percentage of each group that rated each area of support as something they would like to be offered to parents, there is not a huge difference between groups (proportions for all groups being between 13% and 17%). The exception to this is that only 7% of parents rated *getting help with parents' own reading writing or maths skills* as something they would like to be offered, compared with 16% of teachers and 13% of EPs.

The highest percentage of parents wanted support to be offered regarding *how to help children want to try harder with learning* (17%) and *how to help children to enjoy school* (17%) (rank 1). However, for teachers, *how to help children want to try harder with learning* ranked 4th (13%) and *how parents can help their children to enjoy school* ranked 3rd (14%). For EPs, *how parents can help their children to want to try harder with learning* ranked 4th (13%), *how parents can help children to enjoy school* ranked 1st (17%). This suggests that parents, teachers and EPs have different priorities in terms of support they would like to have offered to parents except that equal proportions of parents and EPs wanted support for *how parents can help their children to enjoy school*. However, the largest difference in proportion of each group rating each area of support is only 4%.

Parents' second rank was for *how to help children to succeed in school* (16%). This was also in 2nd rank for teachers and EPs (15% for both), suggesting all three groups rate offering this support fairly similarly. Parents' third rank was for *how to help children with writing* (15%) followed by 4th rank of *how to help children with maths and reading* (both 14%). For teachers these were ranked 4th (13%) writing, 3rd (14%) maths and 2nd (15%) reading. This suggests that both groups may prioritise support for these areas of learning differently. For EPs, these were ranked joint 3rd for writing, maths and reading (14%), suggesting they do not prioritise offering one area of learning support over another. The range of percentages between parents, teachers and EPs being from 13-15% suggests little difference in the priority given to support for these areas of learning.

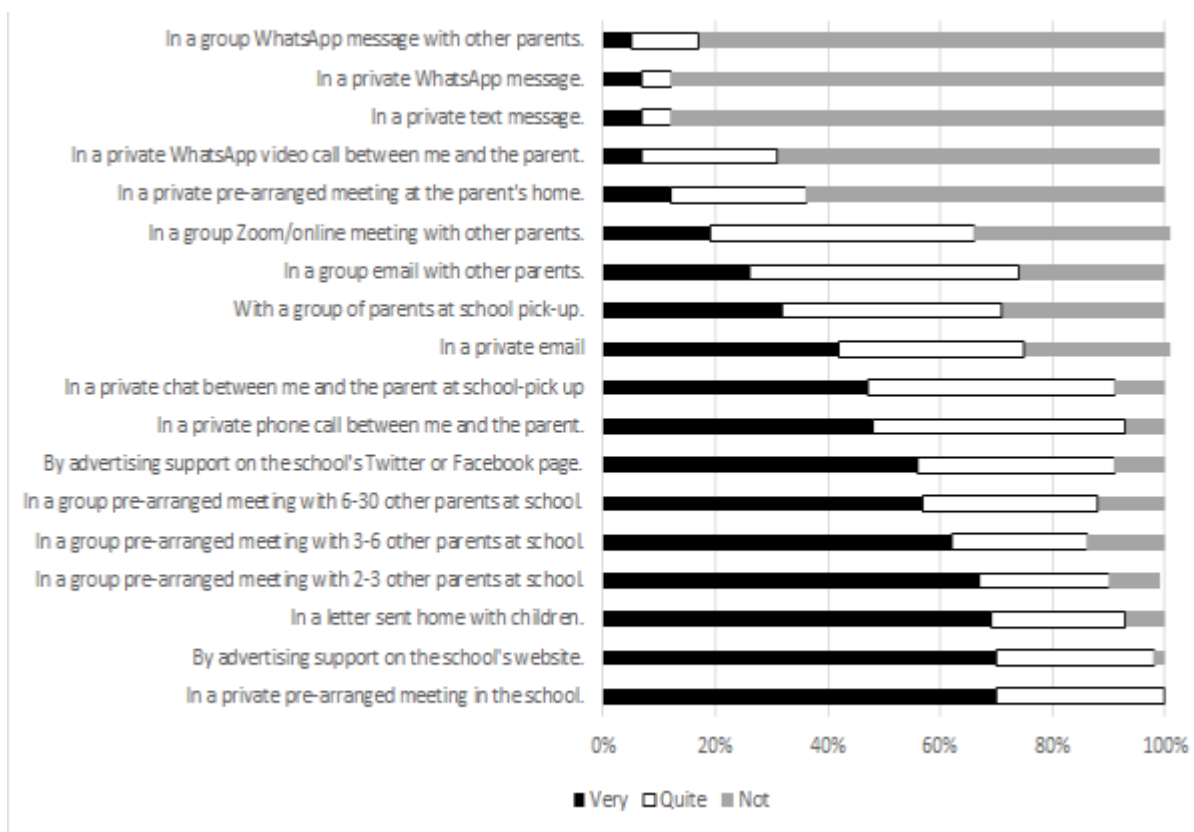
*Parents ratings of how happy they would be for teachers to tell them about how they could support them to help their children with their learning through specific methods.*



This Shows that more parents expressed being *very happy* for teachers to tell them about how they could support them through private methods or methods that avoided contact with other parents (e.g., school website or social media adverts), rather than group methods. The greatest proportion of parents were *very happy* for teachers to tell them about how they could support them through private pre-arranged meetings at school. Grouping the proportion of parents who were very happy with those who were quite happy to be told about support through various methods also results in a greater proportion of parents rating private pre-arranged meeting in the school as being their preference. More parents were *very happy* to receive this information through pre-arranged meetings with 2-3 or 3-6 parents or a group email with other parents than through a private pre-arranged meeting at their home. More parents were *very happy* to be informed through

group meetings of 2-6 parents than 6-30 parents. More parents were *not happy* with teachers telling them about how they could support them with a group of parents at school pick up, than any other method.

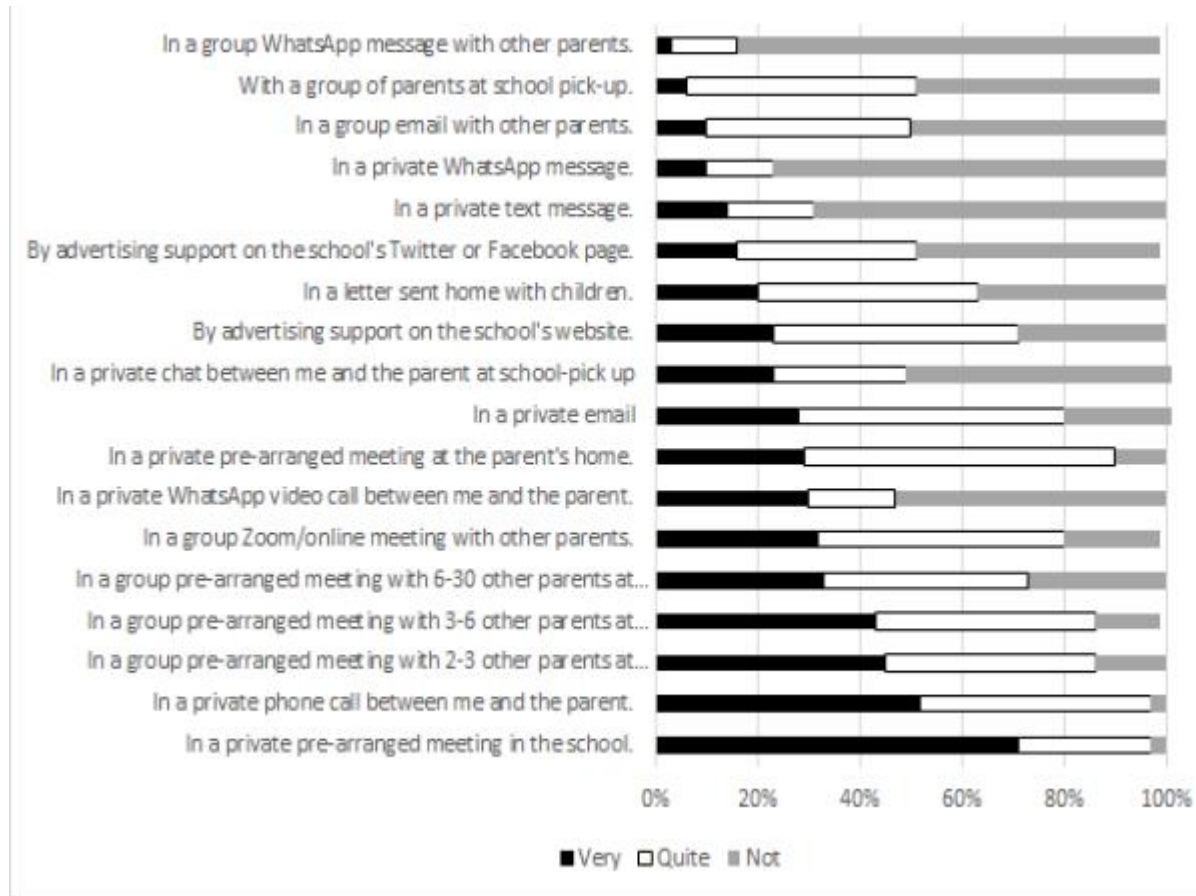
*Teacher ratings of how happy they would be to tell parents about how they could support them to help their children with their learning through specific methods.*



This shows that the greatest proportion of teachers were *very happy* to tell parents about how they could support them through a private pre-arranged meeting in the school and advertising on the school's website. Slightly fewer teachers were *very happy* about using a letter sent home with children. Slightly fewer again with pre-arranged group meetings, although more teachers appeared to be *very happy* with

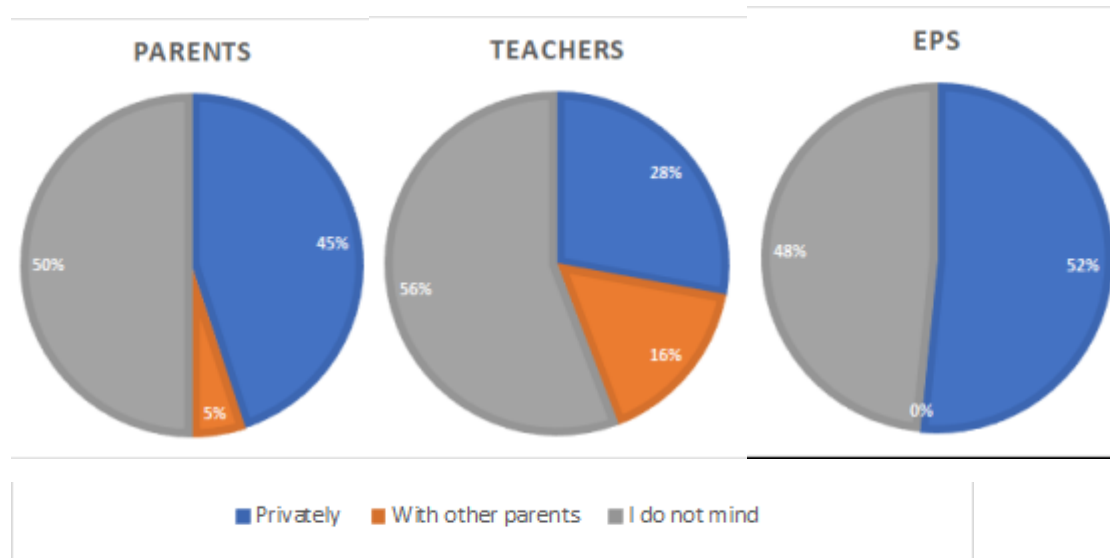
smaller group meetings than larger ones. Slightly fewer again were *very happy* with advertising on the school's social media or a private phone call. Grouping the proportion of teachers who were very happy with those who were quite happy about specific methods, the greatest proportion of teachers preferred private pre-arrange meetings in school or advertising on the school's website. The greatest proportion of teachers were *not happy* with group or private WhatsApp messages or video calls or private text messages. Overall, teachers appeared to prefer more traditional and/or formal methods of communication than digital or informal methods. A smaller proportion of teachers were not happy with group Zoom/online meetings with other parents.

*EP ratings of how happy they would be to tell parents about how they could support them to help their children with their learning through specific methods.*



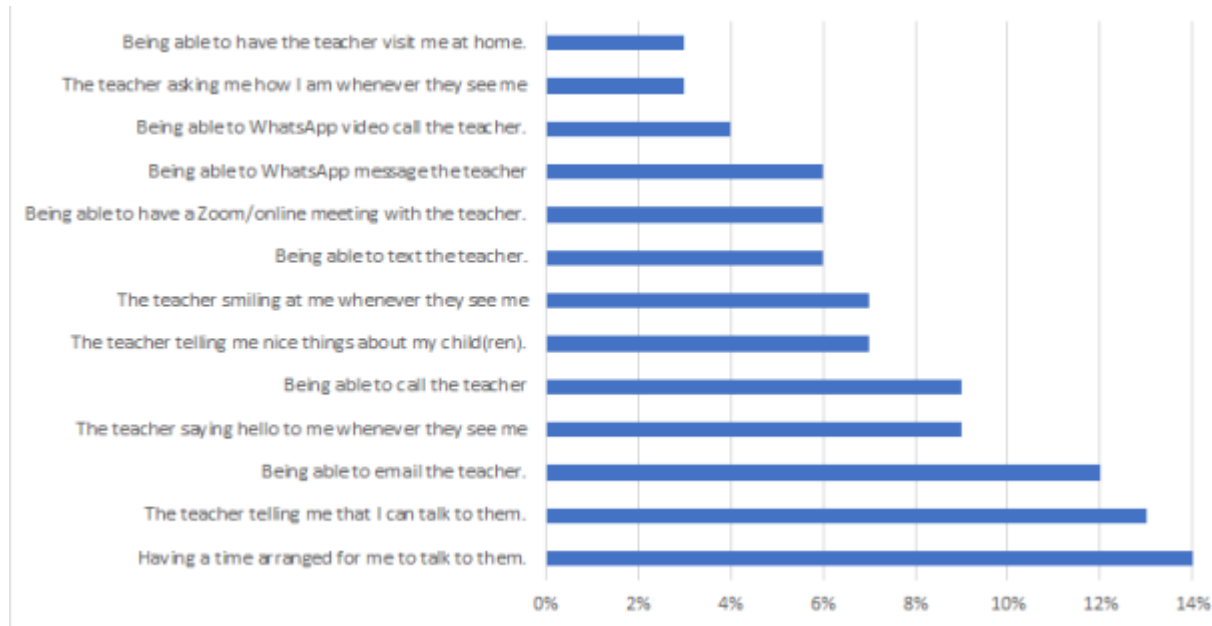
This shows that the greatest proportion of EPs were *very happy* to tell parents about the support they could offer through a private pre-arranged meeting in the school followed by a private phone call between them and the parent. Slightly fewer EPs were *very happy* to use group pre-arranged meetings and the proportion who were *very happy* with this method decreased as the groups became larger. Grouping the proportion of EPs who were very or quite happy with the various communication methods, the greatest proportion of EPs preferred a pre-arranged meeting in the school, a private phone calls or a private pre-arranged meeting at the parents' home. The largest proportion of EPs were *not happy* with informing parents about the support they could offer using a group WhatsApp message with other parents followed by a private WhatsApp message or private text message. Overall, EPs appear to prefer 'live' methods e.g., face-to-face or telephone than written communication.

Parent ratings of how privately they would prefer teachers to ask them if they wanted support to help their children with their learning and arrange to receive that support and how privately teachers and EPs would like to ask them if they wanted that support and arrange to provide it.



This shows that just under half of parents (45%) rated that they would like teachers to ask them about what support they want to support them to help their children with their learning and arrange to receive it *privately*. 5% of parents wanted teachers to do so *with other parents* and the majority (50%) *did not mind*. 28% of teachers rated that they would like to ask parents about what support they want to support them to help their children with their learning and arrange to provide that support, *privately*. 16% of teachers wanted teachers to do so *with other parents* and the majority (56%) *did not mind*. 52% of EPs rated that they would like to ask parents about what support is available to support them to help their children with their learning and arrange to provide it, *privately*. 0% wanted to do so *with other parents* and 48% *did not mind*. For all three groups, a greater proportion of respondents indicated for being asked/asking about what support was wanted and arranging to provide it privately over with other parents, however the majority of all three groups did not mind.

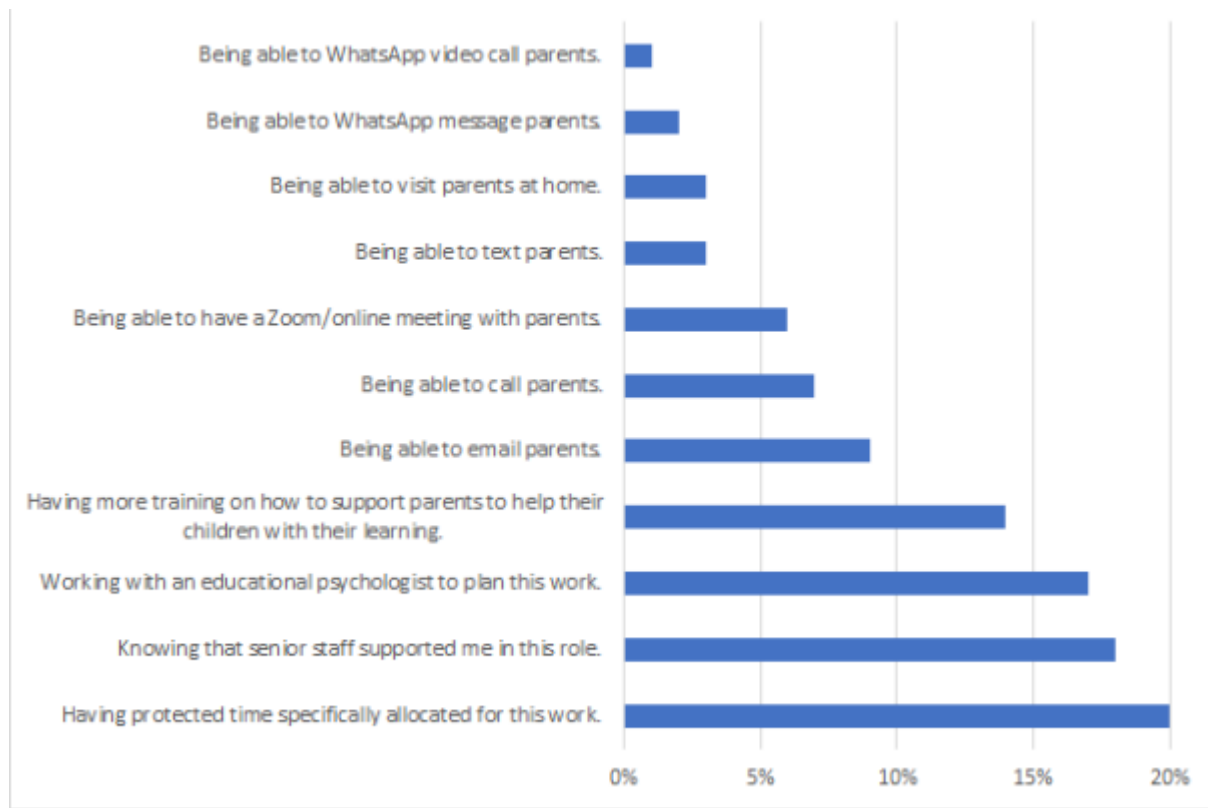
Parent ratings of what would make it easier for them to talk to their child(ren)'s teacher about support to help their child(ren) with their learning.



This shows that the largest proportion of parents thought that having a time arranged for them to talk to their children's teacher would make it easier for them to talk to them. This was closely followed by the teacher telling them that they could talk to them and being able to email the teacher. The smallest proportion of parents thought that the teacher visiting them at home and the teacher asking them how they are, would make it easier for them to talk to them. A smaller proportion of parents rated digital methods as making it easier to talk to their child's teacher than teachers behaving positively towards parents and their children or being able to call or email the teacher.

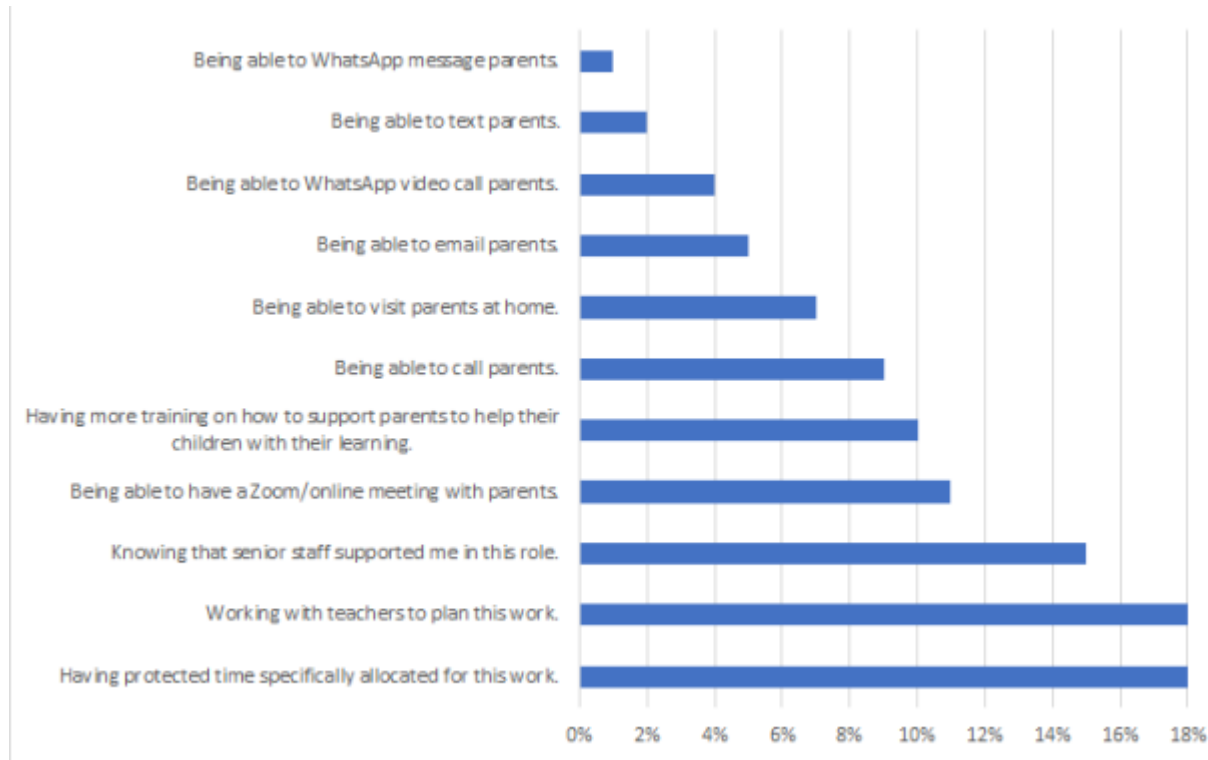
*Teacher ratings of what would make it easier for them to talk to parents about what support they would like to help their child(ren) with their learning.*





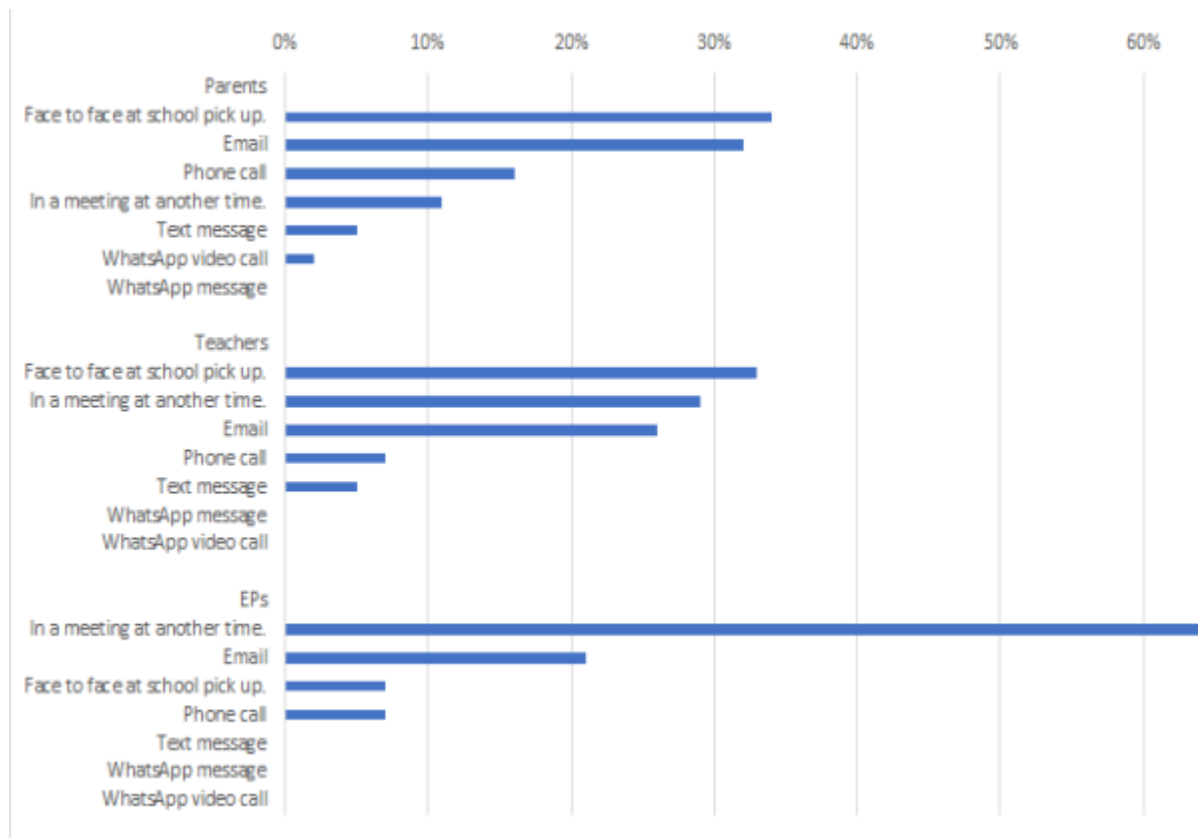
The figure above shows that the greater proportion of teachers thought that having protected time specifically allocated for PICL work would make it easier for them to talk to parents about what support they would like. This was closely followed by knowing that senior staff supported them in that role and working with an educational psychologist to plan the work. A smaller proportion of teachers thought that being able to use digital methods would make it easier talk to parents than having more training on how to support parents to help their children with their learning.

*EP ratings of what would make it easier for them to talk to parents about what support they would like to help their child(ren) with their learning.*



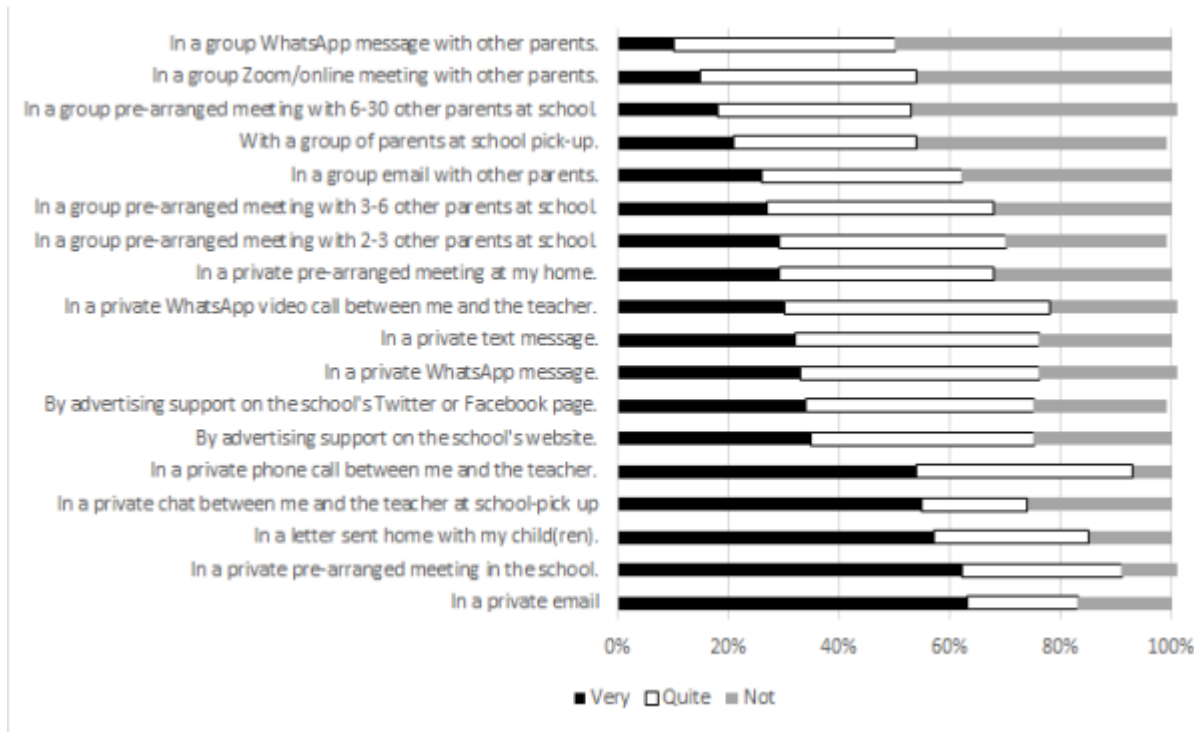
The figure above shows that a greater proportion of EPs thought that having protected time specifically allocated for PICL work and working with teachers to plan this work, would make it easier for them to talk to parents about what support they would like than any other method. This was closely followed by knowing that senior staff supported them in that role. A smaller proportion of EPs thought that using digital methods (except for zoom/online meetings), being able to visit parents at home or call them would make it easier for them to talk to parents than having more training on how to support parents to help their children with their learning.

*Parent ratings of how they would prefer teachers to ask them about what support they would like to help their children with their learning and teacher and EP ratings of how they would prefer to ask parents about what support they would like to help their children with their learning.*



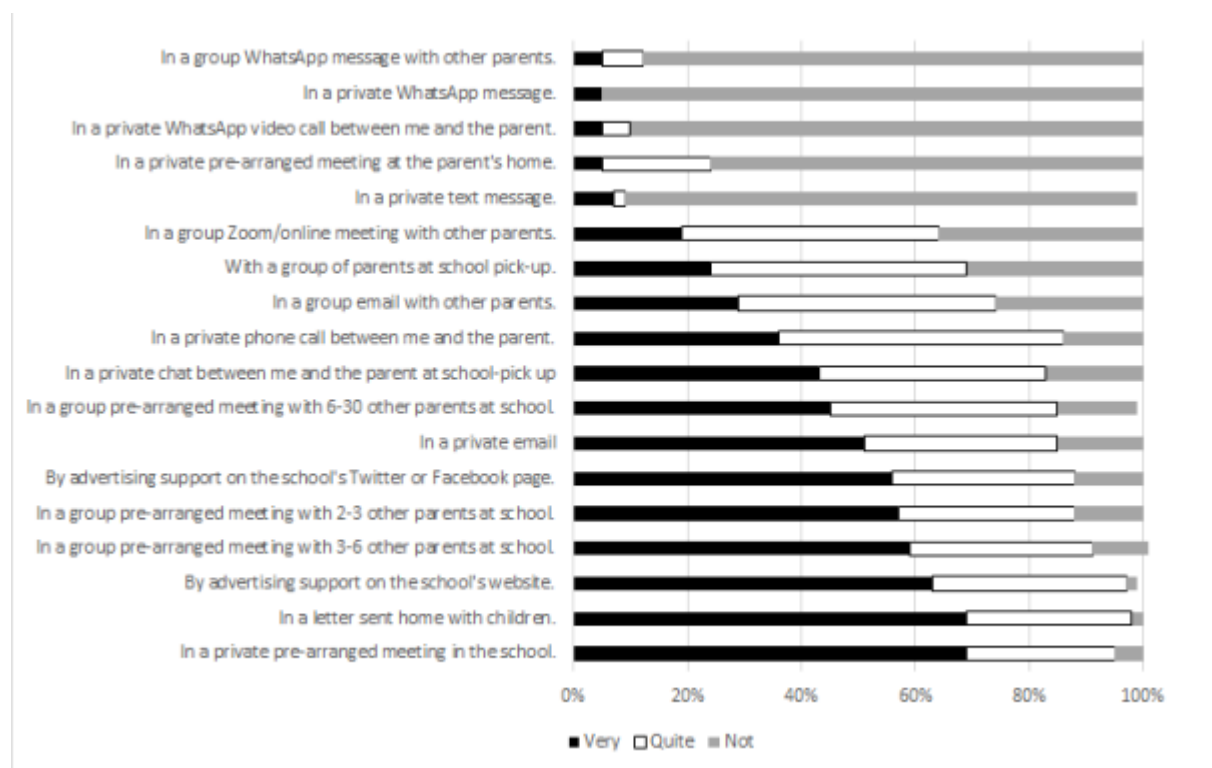
The figure above shows that the greatest proportion of parents would like teachers to ask them about what support they would like face to face at school pick up, followed by email or phone call. Like parents, the greatest proportion of teachers would prefer to ask parents about what support they would like face to face at school pick up. Slightly fewer teachers would like to ask parents this in a meeting at another time followed by email. The greatest proportion of EPs would like to ask parents about what support they would like in a meeting at another time. The second greatest proportion of EPs would like to use email and the third greatest proportion would like to ask them face to face at school pick up. For parents, teachers and EPs What's App messages, video calls and text messages were the least popular methods of asking parents what support they would like; no teachers or EPs wanted to use What's App and no participants wanted to use WhatsApp message.

Parent ratings of how happy they would be for teachers to give them support to help their child(ren) with their learning via various methods.



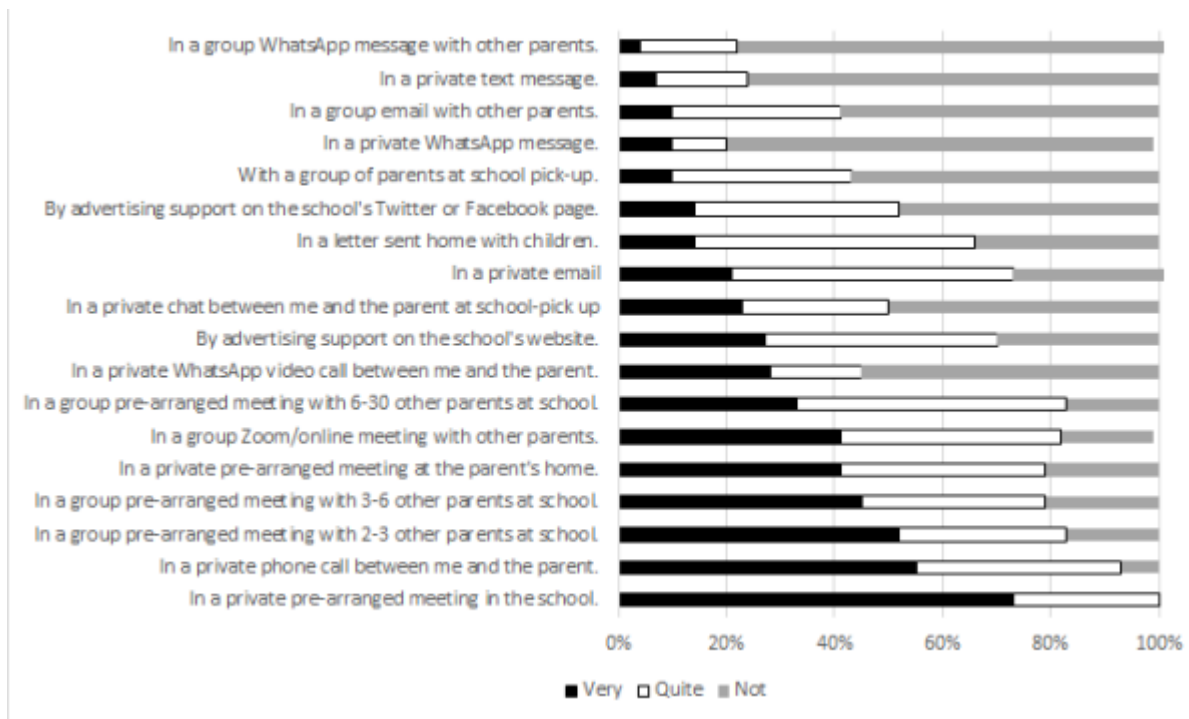
This shows that a greater proportion of parents would be *very happy* for teachers to give them support in a private email, closely followed by a private pre-arranged meeting in the school. A slightly smaller proportion of parents would be *very happy* for teachers to do this via a letter sent home with their child(ren), followed by a private chat between them and the teacher at school pick-up or private phone call with the teacher. Grouping the proportion of parents who were very and quite happy to receive support via various methods, parents preferred a private phone call between them and the teacher. The greatest proportion of parents who were *not happy* for teachers to give them support via a particular method, was for group WhatsApp messages with other parents, closely followed by online meetings with other parents or pre-arranged group meetings with 6-30 parents or with a group of parents at school pick-up.

*Teacher ratings of how happy they would be to give parents support to help their child(ren) with their learning via various methods.*



This shows that the greatest proportion of teachers are very happy about giving support to parents in a private pre-arranged meeting in the school or in a letter sent home with children. A slightly smaller proportion of teachers are very happy about doing this by advertising support on the school's website or in a group pre-arranged meeting with 3-6 other parents at school. Grouping the proportion of teachers who were very or quite happy to give support to parents in various ways, more teachers preferred giving support in a private phone call. The greatest proportion of teachers were not happy about giving support using WhatsApp messages or video calls, text messages or home visits. They were slightly happier about using online or zoom meetings.

*EP ratings of how happy they would be to give support to parents to help their child(ren) with their learning via various methods.*



This shows that the greatest proportion of EPs are very happy to give support to parents through private pre-arranged meetings in the school. A slightly smaller proportion of EPs would be very happy to do this via a private phone call between them and the parent, followed by a group pre-arranged meeting with 2-3 other parents in school. Grouping the proportion of EPs who were very or quite happy to give support via various methods, the greatest proportion of EPs preferred to give support in a private pre-arranged meeting in the school. A greater proportion of EPs were not happy to arrange to provide and provide support to parents through WhatsApp or text message applications than through group zoom/online meetings or a private meeting at the parent's home.

Theme and sub-theme detailed descriptions for parents' views about the importance of children succeeding in school.

This generated 4 themes (in capital letters) and several sub-themes (in small case). Each will now be described with themes (underlined) and sub-themes (not underlined).

**Holistic definition** parents expressed a desire for definitions of success to include factors wider than solely academic attainment. **Wellbeing, community, social and life skills** are examples of these. Parents wanted school success definitions to include wellbeing, social and emotional skills, the ability to question, work independently and values related to community and citizenship. **Reform schooling:**

parents wrote that this needed to occur because current schooling did not define and measure success holistically which negatively affects the wellbeing of CYP who do achieve expected levels in school.

**Holistic foundation:** parents wrote that success in school was a broad basis on which CYP could achieve or develop in other ways either in childhood or adulthood. They thought that school success developed a range of holistic strengths in CYP e.g., confidence, motivation, social-emotional skills which positively affected **Life-chances, employment, and wellbeing. Success outside and beyond school:** parents wrote that school success was not CYP's only opportunity for success as it could be achieved elsewhere. Parents varied the degree to which they thought school success was essential for life success. Overall parents' thoughts about success were influenced by how they thought the question was defining it, e.g., if they thought the question referred to holistic success (beyond academics), they seemed more likely to describe school success as essential than if it was only defined as academic achievement. Having children who struggled academically was a reason for some parents to not value academic success.

**Child-centred** parents wrote that support for success and success measures should be bespoke to the needs of individual children rather than a one size fits all approach which may leave some CYP disadvantaged and not recognise their progress. **Relative to ability and child led:** parents wrote that success should be defined relative to individual children's abilities and that what success means to individual CYP should be considered (e.g., they may be focussed on a career where artistic skills matter more than numeracy skills).

**Conditional** parents wrote that success was not automatically important or unimportant, it depended on factors within the parent, child and society. **Parent beliefs, wellbeing and circumstances (society, family, child):** Parents' beliefs about their child's ability and the chance of their child succeeding in life without school success influenced how important they thought school success was. They wrote that wellbeing should be prioritised over academic success and that unique circumstances (e.g., a child wanting to follow a certain career, a family not being able to afford further education fees, or type of employment in society) determined the importance of school success.

#### Theme and sub-theme descriptions for teachers' views about the importance of children succeeding in school

This data generated 4 themes (in capital letters) and several sub-themes (in small case). Each will now be described with themes (underlined) and sub-themes (not underlined).

**Holistic definition** teachers wrote that school success should not just be defined by academic attainment, but by CYP's social, emotional, artistic and life-skills and by their ability to persevere and be self-motivated. **Measure holistically, bespoke to the child and reform school:** Teachers wrote that success should be measured more broadly to include all the ways in which children can succeed, it should compare individuals to themselves rather than with others, let them define success themselves, and that schooling needs to change (in how it defines, measures and enables success) to enable this.

**Success matters:** teachers wrote that school success matters for a range of present and future elements of CYP's lives. **Life foundation, a child's right and social justice:** Teachers believed that school success provided a basis for development during childhood and adulthood,

was the right of all children and a means of increasing equality in terms of the life success of children from disadvantaged backgrounds. **Validates teaching and conditional:** teachers believed that children's success in school meant that teaching was working and so it was important because there was no point in teaching without success to some degree. Furthermore, the degree to which school success matters was conditional on how it was defined (narrowly or holistically), CYPs long-term goals and the level of support and resources they had outside of school to succeed in life independent of school success.'

**Wellbeing** teachers wrote that CYP's wellbeing can both depend on and affect their school success. **Wellbeing required for success and recognise success outside of and beyond school:** teachers thought wellbeing enabled success that recognising that school was not the only opportunity for success could support CYP's wellbeing.

**Role-models to support CYP** teachers saw role-models as able to do this through demonstrating helpful skills and attitudes that CYP could adopt.

Theme and sub-theme detailed descriptions for EPs' views about the importance of children succeeding in school.

This data generated 4 themes (in capital letters) and several sub-themes (in small case). Each will now be described with themes (underlined) and sub-themes (not underlined).

**Holistic definition** EPs wrote that success should be defined holistically to include social, emotional and practical non-academic as well as academic skills. **Holistic success experiences for all via school:** EPs wanted all pupils to experience success and thought that this required a broader definition of success than just academic achievement. **Child's perception of school success matters and bespoke to the child:** EPs thought that success is best facilitated when CYP are asked how they define success, what areas of success are important to them, and success is supported and measured accordingly.

**Foundation for the future** EPs wrote that school success could give CYP a good start in life and facilitate positive holistic outcomes. **Success and wellbeing of CYP: Democratic and equitable society:** EPs wrote that CYP's success in school could be a foundation for positive outcomes beyond the individual through creating the adults required for democracy and equality. **Validates the effectiveness of education:** EPs wrote that school success is what their role is about, and that education is there to be used.

**Conditional** EPs acknowledged that the importance of success in school is conditional. **Wellbeing first:** EPs wrote that wellbeing should be prioritised and is necessary for success. **Success opportunities outside of school:** EPs wrote that school success becomes more important for pupils who have less opportunities or support for success in other areas of their life. **Academic or wellbeing struggles and success definition:** EPs believed that school success defined academically may be less important for CYP who have significant barriers to meeting specified standards in academic subjects or need their wellbeing addressed first. In this way, for EPs, the importance of school success depended on how it was defined; success in wellbeing and life skills being more important than academic achievement.



**Success outside of and beyond school:** EPs acknowledged that school success was not the only opportunity to experience success in the lifespan.

Parent, teacher and EP qualitative data themes, sub-themes and illustrative quotes regarding views about the importance of succeeding in school and PICL

<b>Parent qualitative data themes, sub-themes and illustrative quotes regarding views about the importance of succeeding in school (RQ 4)</b>		
<b>Theme</b>	<b>Sub-theme</b>	<b>Illustrative Quote</b>
Holistic definition	Wellbeing	<p>By ticking this box, I don't just mean academic success but personal development.</p> <p>Meeting targets is not important above their safety, happiness and being well cared for.</p> <p>It is very important that children succeed educationally. I don't just mean have academic success but to have an enjoyable educational experience.</p>
	Community	<p>Independence and future capacity to be a contributor to society are also linked to securing good outcomes.</p> <p>If you mean academic success, then my view is that school is there to help other things. Provide social interaction and peer stimulus, develop kindness, friendships, sense of community etc.</p> <p>(Success more important) if success was defined in different ways. So, providing opportunities to experience success in practical, life skills, in becoming well rounded kind individuals who care about their communities.</p>
	Social	<p>Success isn't just about grades but about a child's social and physical development etc. It's important they can leave school confident in their identity.</p> <p>It is very important that children succeed educationally. I don't just mean have academic success but to have an enjoyable educational experience. That includes socially and having a love of learning.</p>

	Life-skills	By succeed, I don't necessarily just mean academically. It is a big part of their lives which sets them up with knowledge & wider skills for the future
	Reform schooling	<p>I think it's more important that children are allowed the room to grow and question in schools, rather than be taught how to pass exams.</p> <p>I think school should be more rounded than it is, and that children should be supported to Realise their own hopes and dreams, not simply strive for academic brilliance and destroy their mental health and self-esteem due to other people's expectations.</p> <p>Schooling should be revised as now it is going downhill- children are not taught values; biology/human anatomy soon will make no sense (genders); teaching too young children about sex/gender/ choice of boy/girl and demonizing natural straight families.</p>
Holistic foundation	Life-chances	<p>Life chances, health and wellbeing are linked to securing good outcomes from school.</p> <p>Gives more options later in life. Learning is the foundation for successful transition into well balanced adulthood.</p> <p>Their future depends on it.</p> <p>If they have dreams of becoming anything when there older, they need to be able to read and write and have an all-round education.</p> <p>To help give them more options and opportunities in the future.</p>
	Employment	Employers value high and better grades which also leads to senior positions.

		I believe this is important so they can gain better exam results, which leads to better career prospects. There are so many people who have failed in school but are doing absolutely great in life (moneywise).
	Wellbeing	Wellbeing and good mental health are more important as learning can be lifelong and some kids just aren't academic - more practical. I want my child to be happy & other skills are just as important as education.  Life chances, health and wellbeing are linked to securing good outcomes from school.  It is important that children learn the skills necessary to help them in life, especially regarding further education and job options which could in turn have a positive impact to their well-being and prospects in later life.
	Success outside and beyond school	Some of the best businessmen and women I know failed in school. Lots of adults have had happy fulfilling lives and did not do well at school. A school education is important, but it is also the environment at home and experiences that educate/ inform a child. Life has shown me, it is not all about school to succeed in life.
Child-centred	Relative to ability	A child's success should be relative to their academic ability. I am not bothered about him being top of the class, I just want him to succeed to the best of his ability. I want school to be a positive experience for him.  They may not "succeed" in the way that the educational establishment deem success, due to SEN etc. Individual success for a disabled child should be celebrated and is not only educational success for school grades. My child's success would be he leaves school happy and contented with the qualifications he can achieve, rather than the "average/expected" that realistically kids like my son will never achieve and instead are made to feel like failures.
	Child-led	Children should be supported to Realise their own hopes and dreams, not simply strive for academic brilliance and destroy their mental health and self-esteem due to other people's expectations. (Success would be more important) if it were of value to them as a person rather than a judgement
Conditional	Parent beliefs	Academic success is not the be all and end all.  A good education will help you for life and working hard in school will set up the discipline you need to see you through all aspects of life.

		<p>The way the education system determines success is different to mine. My child's success would be he leaves school happy and contented with the qualifications he can achieve, rather than the "average/expected" that realistically kids like my son will never achieve and instead are made to feel like failures</p> <p>Education leads to greater opportunities. Not all children are academic. As long as they strive, and they are happy that's more important.</p>
	Wellbeing	<p>Well balanced, happy resilient young adults. My child was severely bullied at his first primary school. It effected his academic work massively, as well as his social skills. We have recently changed his school and he is a lot happier, thriving both socially and academically. I believe he is thriving academically because he is doing well socially. His confidence is growing every day.</p> <p>That wellbeing is taken more seriously.</p>
	Circumstances (society, family, child)	<p>My work environment. If they want to continue in further education and/or pursue a profession that requires higher level education such as university. The loss of alternative paths such as apprenticeships, would place even more importance on school. If results at school directly attributed to a chosen career without any other routes or flexibility.</p> <p>(Success more important) for society to have a wider view on what success looks like. Are they happy, are they being bullied, are they being stimulated to pursue their passions, are they bored, are they developing those wider skills and compassion?</p> <p>(Success more important) if grades equated to routes to career opportunities. Availability onto course's, ltd apprenticeship, financial considerations also play a part.</p> <p>Individual success for a disabled child should be celebrated and is not only educational success for school grades.</p> <p>(Success more important) if the more successful he was the happier he was.</p>

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<b>Teacher qualitative data themes sub-themes and illustrative quotes regarding views about the importance of succeeding in school (RQ 5)</b>		
<b>Theme</b>	<b>Sub-theme</b>	<b>Illustrative quote</b>
Holistic definition	Measure holistically	<p>Many outcomes define success, not necessarily always academic = success.</p> <p>Academic success is important just not the most important. Children need to develop holistically.</p> <p>(School success more important) If success was measured through a wider range of measures and areas of development.</p> <p>A more holistic approach to the learner and less emphasis on age/stage testing.</p> <p>They should be able to have the opportunity to succeed at tasks that are set at an appropriate level for their ability.</p> <p>The purpose of schooling children doesn't just lie in academic success but personal and social success as well. Children gain success in all areas of life through school and that's why I believe it is important.</p> <p>I'd like much more success rewarded and praised, like turning up less late for a child who has a bad record or showing kindness to be recognised.</p> <p>Successful children in school will have more open doors towards successful careers. However, it is not always the case for all students. Some students can be successful without being academic. Also, the definition of successful can be debated.</p> <p>It is important that children succeed in school but not necessarily in an academic way. Children thrive in a manner of ways; some children don't achieve great grades but that doesn't mean they haven't succeeded in school.</p> <p>The better qualifications children can get, the wider the job opportunities available to them. However, it's wrong that we make children feel like failures for not being at the expected level or achieving a whole string of level 9's at GCSE</p>

		<p>or a level. It really is no measure of intelligence, and we need to look at the whole child as a society instead of being fixed on exam results that isn't a fair measure for pupils with SEN and mental health issues.</p>
	<p>Success bespoke to child</p>	<p>Success should be measured independently, it's the child succeeding at their own goals, not those predefined by school/government. It is up to the child, with the support of their teacher to decide if they have succeeded.</p> <p>Children learn and succeed in the own ways, but we generally have an expectation of the need to be xyz to have succeeded.</p> <p>(School success more important if) Appropriate tasks and levelled work that would ensure children could succeed. If work is not suitable than some children would not feel equipped to tackle the work and succeed in it.</p> <p>They should be able to have the opportunity to succeed at tasks that are set at an appropriate level for their ability.</p> <p>Not all children will succeed in school as we are all different. It takes some students longer to achieve and/or realise what they want to achieve at.</p> <p>Every child should be given the best opportunities to flourish. They should be supported to build their essential basic skills and given every opportunity to develop their personal interests and talents.</p> <p>All children succeed in school in differing ways.</p> <p>It is important that pupils grow into fully rounded individuals. Success has many different meanings dependent on pupil's needs though.</p> <p>By succeed I do not mean that a child has to excel academically. To be successful means that a child is happy, has specific areas of interest that they can pursue and excel in.</p> <p>The better qualifications children can get, the wider the job opportunities available to them. However, it's wrong that we make children feel like failures for not being at the expected level or achieving a whole string of level 9's at GCSE or a level. It really is no measure of intelligence, and we need to look at the whole child as a society instead of being fixed on exam results that isn't a fair measure for pupils with SEN and mental health issues.</p>

	Reform school	<p>Mainstream school isn't an indicator of future quality of life. School needs to be reformed to get children ready for a post-industrial society.</p> <p>Reform school expectations. Make school less dependent on standardized testing.</p> <p>Children's success in school is vitally important. It is the school's understanding of success that needs changing.</p> <p>Some children aren't academic and have skills and talents that can't be developed in a school setting. As long as they have the basic abilities of reading, literacy and mathematics a lot of academia is irrelevant to their future life.</p> <p>School should be about more than providing educational subjects but assist parents in life skills, ability to communicate and to be happy individuals.</p> <p>The better qualifications children can get, the wider the job opportunities available to them. However, it's wrong that we make children feel like failures for not being at the expected level or achieving a whole string of level 9's at GCSE or a level. It really is no measure of intelligence, and we need to look at the whole child as a society instead of being fixed on exam results that isn't a fair measure for pupils with SEN and mental health issues.</p>
Success matters	Life foundation	<p>Having a good education sets children up to do well in life. It gives them the skills needed in life.</p> <p>(School success) Affects their self-esteem for the rest of their lives.</p> <p>I think each individual should achieve their potential to set them up as best as possible for life after school, their future career and for their self-esteem, having no regrets.</p> <p>Success makes people feel good and school should be the environment to facilitate this.</p> <p>Academic success currently has a big influence on future earning and living.</p>

		<p>It is important as it is part of life and again giving kids a head start on the right path</p> <p>It will give the children choices in life and sets them up to thrive as adults.</p> <p>Ensures the best life chances.</p> <p>If children experience success at school, at an early age, they will strive for this again as they grow and mature. Hopefully taking it through into adult life.</p>
	Child's right	<p>Every child should be given the best opportunities to flourish.</p> <p>Every child has the right to a good education.</p> <p>All children deserve a good head start and that is by an education.</p> <p>All children should be given the opportunity to reach their full potential.</p>
	Social justice	<p>Education is the great equalizer. It is the best method to bring those in lower socio-economic circumstances into middle class or even higher.</p>
	Validates teaching	<p>What's the point in going to school if they do not succeed? However, this doesn't just mean academically, for some it could be socially, spiritually, emotionally, etc.</p> <p>If you do not teach with the vision of each child succeeding, then what is the point of teaching.</p>
	Conditional	<p>The older they are the more important grades might be to get to the next level such as GCSE results for college etc.</p> <p>It depends on what is deemed as then meaning behind "succeed". To me it's more important that children try their best, belief in themselves and develop life skills such as collaboration and resilience rather than 'succeeding' to achieve expected or greater depth standards.</p> <p>A child's overall happiness is more important over anything else.</p>



		<p>(School success more important if) if the children were capable but being overlooked due to them falling under the radar, due to being quiet or deemed as average learners.</p> <p>When they want to succeed, and their mental health is impacted by what they see as lack of success</p> <p>Less focus on academic achievement and more focus on life skills and holistic achievements.</p> <p>I view it as important, but that it should include their wellbeing.</p> <p>For those that really want/need to succeed in order to move on to the next level of education, grades, etc are obviously very important.</p> <p>If a child was adamant in a career that requires high grades than it is more important for them to achieve them but not all children need to achieve high grades to succeed</p>
Wellbeing	Wellbeing required for success	<p>It is important that they are happy in school and to be happy I believe they need to attain a certain level academically. It gives them choices in later life.</p>
	Recognise success outside of and beyond school	<p>Mainstream school isn't an indicator of future quality of life. School needs to be reformed to get children ready for a post-industrial society.</p> <p>Academic success currently has a big influence on future earning and living. However, it's not the be all and end all and so many skills and experiences can occur outside of school academia</p> <p>I believe that the statement should be amended to "It is very important that children succeed in their education." Education is holistic and takes place both in and beyond the school. For my own part, for example I did not succeed in mathematics in school. My success in this subject took place at the age of 19, sitting at the kitchen table at home being retaught by my mother. She succeeded where other teachers had, to some extent failed in the classroom. If my learning of mathematics was tied only to the classroom and could not take place after formal schooling had ended, then I would not have been able to experience success in time. School is a building, where education takes place for a time. Education is lifelong, and simply because you do not succeed in school, does not mean you will never do so.</p>

		<p>A child's success in school is only part of their development. Children should be supported to be successful equally in school and outside of school. Children need to succeed outside of school in non-academic life.</p> <p>A more holistic approach to the learner and less emphasis on age/stage testing. If you are not ready to sit GCSE Mathematics at 16, but you are at 19, why should you have to suffer the humiliation of failing the subject and having to sit the paper again and again? Why not keep learning until you are ready to sit the paper and achieve? If we saw school as a place where education was facilitated, rather than a time limited period of your life, then school could be a place where you went for a certain delivery of education. If school was not the place where someone best learned a particular skill at a given time, then they could perhaps then be educated in that skill in a different place.</p>
Role-models to support CYP		<p>A child's success in school is only part of their development. Children should be supported to be successful equally in school and outside of school. However, in school children should be supported by trained, enthusiastic and motivating adults and role-models. Every child might not have this opportunity at other times, for example at home.</p>

**EP qualitative data themes, sub-themes and illustrative quotes regarding views about the importance of succeeding in school (RQ 6)**

<b>Theme</b>	<b>Sub-theme</b>	<b>Illustrative quote</b>
Holistic definition	Holistic success experience for all via school.	<p>I consider the term 'succeed' as having a broad meaning; to include social and emotional wellbeing as well as academic success.</p> <p>Firstly- the definition of success is key. Emotionally? Academically? Socially? All are important- they can give people more choices in their future.</p> <p>Success in school also means being socially successful, developing important life skills: co-operating with others, sharing, turn taking, developing friendships, developing empathy etc".</p>

		<p>Succeeding in school is about being happy and feeling able in many areas - academically, socially, physically. I believe it is important for children to succeed in the sense that they feel they have a well-rounded and supportive experience in all aspects at school, not just academically speaking. To me, succeed may mean academically, socially and in terms of health and wellbeing.</p>
	<p>Child's perception of school success matters</p>	<p>Children's perceptions of their experiences at school have a significant impact on the development of their self-image, self-concept and self-esteem. These provide the building blocks for their entry into the adult world and their ongoing mental and physical wellbeing.</p> <p>(Importance of succeeding in school more important) If the child saw it as important.</p>
	<p>Bespoke to the child.</p>	<p>Children should be enabled to feel success at what they do, this does not mean that they have to do well academically, but that they feel success in what is important to them.</p> <p>It is very important that children succeed in school on their own terms. Success is relative and should be measured differently for children of different abilities. 'One size does not fit all.' Depends on definition of success. If meaning academic grades - it depends on child's strengths, aspirations and hopes for future. I think my starting point is to support every child to be able to pursue a future that is meaningful to them and ensure they can participate in that. For some this will mean securing specific grades and courses etc. For others it might look entirely different.</p>
<p>Foundation for future</p>	<p>Success and wellbeing of CYP</p>	<p>I feel that academic success provides the foundations for children to do well later in life and that this can often act as a protective factor to possible future challenges.</p> <p>Success in school gives children confidence in their ability to achieve and gives them motivation to keep learning.</p> <p>Children's success in school enables them to achieve success in long-term outcomes and adulthood. Helps children to have positive wellbeing, friendships and relationships and academic skills to achieve their goals. Succeeding in school is about being happy and feeling able in many areas.</p> <p>For me success in school means that they have gained the knowledge and developed the skills that will enable them to reach a sense of self actualisation and live happily and independently in the future. And I believe that this is very important. Education is the key to a happy, fulfilling adulthood.</p>

		<p>It depends on the definition of success. Do we mean success on e.g., standardised tests or broader measures such as progress and wellbeing? I believe the latter to be more important than the former.</p>
	<p>Democratic and equitable society</p>	<p>It is very important that children succeed in school on their own terms and in a way which helps them to become citizens and hopeful agents of success in their own lives. If people can reflect on their school years and think that was worth it and I got something out of that then that can help society to progress democratically and technologically so that it becomes a better and fairer place to live.</p> <p>School provides many skills that will be helpful for children in later life. It equips them with an understanding that they can then use in the wider world.</p>
	<p>Validates effectiveness of education</p>	<p>Education is there to be utilised.</p> <p>I'm an EP so that I can help children succeed in every aspect of life.</p>
<p>Success outside of and beyond school</p>		<p>While school is an important part of a young person's life, it isn't necessarily their entire life. A holistic view of the young person would acknowledge different areas of a young person's life, including but not limited to school (and not limited to school years)."</p> <p>Although it is important for children to succeed in school there are also many other factors that are important in ensuring the best for a child- too much emphasis on success in school could take away from other factors which are important for children.</p> <p>Academic progress is only one way in which children achieve and develop, however success in school is not purely based on academic attainment, but also how well a child has negotiated the social environment, resilience and perseverance, negotiating, regulating emotions. These skills could arguably be developed outside of the school context.</p> <p>I feel that academic success provides the foundations for children to do well later in life and that this can often act as a protective factor to possible future challenges. However, I do not feel that this is the complete picture and that the skills children learn, outside of what is considered to be 'formal' academia, can be equally, if not more beneficial to their future.</p> <p>I do believe that ensuring children's strength, talents and passions have opportunities to grow outside school and enabling children to realise that school isn't everything can mean that children who struggle in school can see they</p>

		<p>can still be successful in life even if the rigidity of our current school system isn't suited to them. Plenty of actors, artists, sports people, musicians, performers, entrepreneurs etc didn't do well at school but are very successful in what they do in adult life.</p>
Conditional	Wellbeing first	<p>Priorities should be that a young person is accessing all the support they need to and are safe and secure in their environment; learning and academic achievement should be a secondary goal.</p> <p>It is extremely important to me already, except in cases where a child has more pressing needs that should be met before academics, although even then success at school is a long-term goal.</p> <p>It depends on the definition of success. Do we mean success on e.g., standardised tests or broader measures such as progress and wellbeing? I believe the latter to be more important than the former.</p>
	Success opportunities outside of school.	<p>If they were to spend more time, there or if they had unstable/unsupportive family backgrounds that increased the importance of positive experience in the school environment.</p> <p>do think it's important, but I am realistic about the school system's ability to adapt to ensuring every child experiences success at school in their given strengths. I think is more important for children to succeed in school if they don't have aa home life or other opportunities to succeed outside school or their home life means they do not have a context that supports resilience and the ability to cope with school being hard for them, in this case where home life is hard, the need for school to be supportive, a place of nurture and to feel good about your achievements becomes even more important.</p> <p>If a child doesn't have back up from environmental circumstances e.g., parents who can support them into adulthood.</p> <p>(Succeeding in school more important if) I also feel that if success in school were also defined by the extent to which children/young people are able to apply these skills outside of the classroom. To what extent can we consider school to be successful, if CYP are not able to do this?</p>

	Academic or wellbeing struggles.	<p>If a child was struggling in an area of their development, I.e., If their needs were not being met by adults.</p> <p>Success more important if Low self-esteem in a child. Low resilience.</p> <p>I think for children not to have any experience of success in school is going to have a negative impact on the child's well-being, I think schools should ensure they are providing children with opportunities to experience success through accessibility of tasks, building in opportunities for children to use their strengths in learning and providing other activities such as music, art, drama, sports etc where children aren't experiencing academic success. For some the curriculum is too narrow and where children have additional learning needs this can make it hard for children to experience success,</p>
	Success definition	<p>(The importance of CYP succeeding in school would be more important) if they were able to define the parameters of their own success.</p> <p>(The importance of CYP succeeding in school would be more important) if schools routinely considered progress across a range of skills/areas of development as opposed to purely academic attainment</p> <p>It depends on the definition of success. Do we mean success on e.g., standardised tests or broader measures such as progress and wellbeing? I believe the latter to be more important than the former. Depends on definition of success. If meaning academic grades - it depends on child's strengths, aspirations and hopes for future. I think my starting point is to support every child to be able to pursue a future that is meaningful to them and ensure they can participate in that. For some this will mean securing specific grades and courses etc. For others it might look entirely different.</p> <p>If the emphasis was not so data/exam results heavy.</p>

Thematic maps of parents' teachers' and EPs' views of the importance of succeeding in school and PICL (themes are in Capitals, sub-themes are underneath). Themes and sub-themes that appear in two or more participant groups are highlighted in the same colours.

## Parent views of success

**HOLISTIC DEFINITION**  
Wellbeing-Community-Social-Life skills-Success outside and beyond school

**HOLISTIC FOUNDATION**  
Life-chances-Employment-wellbeing-Success outside and beyond school

**RELATIVE TO ABILITY**  
Relative to ability-Child led

**CONDITIONAL**  
Parent beliefs-Wellbeing-Circumstances (society, family, child)

## Parent views of PICL

**VALUE OF PICL AND PICL SUPPORT**  
Holistic needs-FAMILY wellbeing before learning-is academic-CYP

**CONTRIBUTORS TO PICL**  
Need-Wellbeing

**VARIED HOLISTIC COMMUNICATION SUPPORT AND INFORMATION**  
Wellbeing-Guidance on child's needs-PICL skill-Variety of methods-Know barriers

**PARENT FACTORS**  
Beliefs, knowledge and understanding-Skill and experience-Time-Home Environment

**ROLE OF THE EP**  
Experience and knowledge-Independent view-Conditional

## Teacher views of success

**HOLISTIC DEFINITION**  
Measure-Success outside and beyond school

**SUCCESS MATTERS**  
Life-Success outside and beyond school-Child's rights-Social Justice-Validates teaching-Conditional

**WELLBEING**  
Wellbeing required for success-Recognise Success outside of and beyond school

**ROLE-MODELS TO SUPPORT CYP**

## Teacher views of PICL

**PICL AND SUPPORTING IT BENEFITS CYP ESPECIALLY NOW**  
Wellbeing and success-Role-models matter-Barriers to supporting PICL-Supporting parents supporting CYP-Conditional PICL can negatively affect classroom learning-Parents may not engage, home schooling enabler and barrier to PICL support

**PARENTS NEED HOLISTIC SUPPORT**  
Personal challenges (mental health, literacy, poverty, own schooling)-Knowing expected to engage in child's learning-Knowing how to do PICL

**FACTORS OF SUPPORT FOR PICL**  
Time-Opportunities to build from school relationships-Clear consistent messages-PICL in the curriculum-Parent engagement-Leadership trust in teachers and understanding parents-PICL supporting structures-Teacher training-Parent and teacher safety-Seeing PICL support as a PICL

**WHAT TEACHERS WOULD LIKE TO OFFER PARENTS**  
School as a centre for life-long learning-A variety of group and individual parent communication methods-Parent and child holistic wellbeing child development and PICL support-'why' and 'how' of PICL information

**EP ROLE**  
Valuable additional contribution to PICL-Collaboration with teachers enhances PICL-Open to work with any professionals-Delays in support for CYP damages learning

## Ep views of success

**HOLISTIC DEFINITION**  
Holistic success experiences for all via school-CHILD's perception of school success-Success outside and beyond school

**FOUNDATION FOR THE FUTURE**  
Success and wellbeing of CYP-Democratic and equitable society-Validates effectiveness of education

**CONDITIONAL**  
Wellbeing first-Success opportunities outside of school-Academic or wellbeing struggles-Success definition

**SUCCESS OUTSIDE OF AND BEYOND SCHOOL**

## EP views of PICL

**VALUE OF HOLISTIC PICL AND SUPPORTING PICL**  
Long-term positive impact-Whole system collaboration and ownership-holistic consistent home school-understanding of CYP need-Seeking support for CYP and parents

**THE ROLE OF SCHOOL STAFF**  
More time and opportunity with parents-More knowledgeable of children's PICL needs-Prioritise more EP time for PICL

**THE ROLE OF EPs IN PICL**  
Work through teachers-Train and support parents and school staff-Prioritise wellbeing advice and disadvantaged families-Promote PICL work and EP role in it-Direct PICL work with parents may not be EP role

**EP/LOCAL AUTHORITY ROLE IN PICL**  
Reduce case loads to enable PICL and preventative work. Encourage schools to enable EP role in PICL-Fund EPs community work-Commission EP PICL work

**EP NEEDS RE PICL**  
CPD re PICL curriculum and resources-More time and opportunities to build experience and skills-Reflection on ecosystemic barriers to PICL-Conditional (parent views and willingness to discuss support needs and what works and to teachers on board)-Peer supervision re PICL- liaison with school staff and other services





**Appendix M An example of how codes (underlined) were brought together to form themes (handwritten).**

<sup>varied</sup>  
Holistic support  
teaching &  
information

Wellbeing  
P1C1  
parent skill  
Academic and vocational

6) Informing parents of child's areas of difficulty and success and where to get additional support, and of how they are doing with learning and homework. Of how to support children with bullying and what need to know or do and useful activities/games. About the optimal home learning environment. Encouraging ideas and strategies via several means (parents meetings, email or phone). Regular, easy, updates on what and how being taught and how relates to overall curriculum. Extra, targeted resources.e.g. reference materials for parents, online resources.

5) Information and support for parents  
Clearer learning objectives.  
Clearer role for parents in learning. Parental guidance re participation and understanding learning structures used by teachers.  
More support for parents of children in need.  
Parents fear inadequate knowledge (maths), lack skills, time, unaware of children's needs and improvement areas and of need to help.  
Parental confusion.

4) School training and guidance for parents  
Training from school e.g. a short course in how to guide children better in reading and writing and assist learning. Parenting courses. Extra guidance or workbook or school plan.

5) School and teacher support  
School support for non-academic parents.  
Teacher providing appropriate child need specific work and focussed worksheets.  
Teacher feedback.

2) User friendly home-work  
Clear instructions  
Varied tasks  
Play or activity based. Interesting non-writing tasks e.g. watch a documentary and talk about it together. Finding useful fun learning experiences.

4) Manageable/enjoyable amount of homework minimal homework. Current reading and numberwork is manageable. Parent enjoys reading. Do not see helping as a burden

3) Varied learning methods  
Online 'classes' for children rather than listing tasks.  
Support varied learning methods.

4) Support children's learning through non-academic methods  
vocational subjects and play, alternative maths sessions for visual learners.

5) Provide after school activities (so children see learning is outside of school too and fun).  
Varied homework tasks e.g. play/activity based. Structured homework activities. Clear instruction regarding homework tasks.

2) Positive feedback  
Being contacted about child's progress