

Parent and carer engagement training

Friday 22nd Nov
Lancashire Careers Hub





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The Value of Family Engagement in Careers Education

Pre-work

Ahead of this training, Careers Leaders should:

- Watch and reflect on this [video](#).
- Download, complete and print the relevant roadmap for parents and carers available [here](#) to bring to the training.
- Reflect on how this mirrors your student careers learning journey.



Context: Why as Lancashire Careers Hub are we offering this opportunity?

Parents and Carers are a key influence, and we want to help equip Career Leaders to support them. Ensuring that influence is well informed and that it contributes in a positive way to what your programme is looking to achieve.



Our Cornerstone Employers have parental engagement as one of their focus areas: Looking at how they can support and test parental engagement opportunities.

- One idea is to testing approaches to engage with their employees who are parents to support information sharing relating to Apprenticeships and Technical Education.
- Once tested and if successful we will open access to the resource.



Within SEND settings barriers
around what learners can
access.

CLs unsure
where to start
and what
might work
best

Working with
parent and carers
who haven't had
the best
relationship with
school.

**Enterprise Coordinators
conversations with CLs highlight the
challenges in a range of settings.**

Managing
expectations

Engaging the hard to
reach.



Activity One

Think of a time when you've successfully engaged an individual or a cohort of parents and carers.

- What happened?
- Why was it successful?
- What difference did it make to the students?
- What could you learn from this that could be applied to future interactions?

Activity Two

Think of a time when you were less successful at engaging an individual or a cohort of parents and carers.

- What happened?
- Why wasn't it successful?
- What would success have looked like for that student?
- What could you learn from this that could be applied to future interactions?

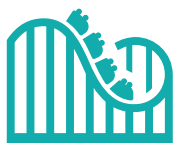
How would you describe your experiences of parent and carer engagement so far?



smooth sailing [all my experiences have been positive]



a bumpy ride [mostly positive with some challenging interactions along the way]



a roller coaster [a mixture of highs and lows]



all downhill [I've struggled to engage parents and dread parental events]



ready to roll [I'm new to the education sector]





Some parents will be **very engaged** and **very confident**. This might make some students feel supported, but some may feel controlled or pressurised.

Some will be **disengaged but confident** in their understanding of careers. This might mean they hold very fixed ideas about the pathways their child should choose.

Some parents are **engaged but lack confidence**. This may limit the advice they can give but means they happily put their trust in their child or their teachers.

Others may be **disengaged and lack confidence**. Often a lack of confidence prevents parents from being engaged in careers. They might feel embarrassed or like this area isn't for them.



Start the conversation early

At what stage or year do you start involving parents in careers provision at your setting?

- ☐ Not at any stage
- ☐ KS3 or sooner
- ☐ KS4
- ☐ KS5





Careers Support available	
Academic Year	Name of School
Vision Statement	
Contact: Email: Telephone:	
Key Decision Points	Support for families
Year 11	Year 11
Year 10	Year 10
Year 9	Year 9
Year 8	Year 8
Year 7	Year 7

Helping every young person find their best next step.

Time to find your:

- ✓ Student Careers Learning Journey and
- ✓ Roadmap for parents and carers.

Activity



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Are you providing opportunities for both students and parents to feel prepared for key decision points, well ahead of time?



Is there plenty of work being done at the start of Y7, Stage 1 or arrival at P16? Make a note of opportunities and gaps.



Are you involving other key relevant parties e.g. SENDCOs or Virtual Schools where appropriate?



Consider those families we identified earlier. How will the support need to be different for each of those different groups?



Boosting existing activities

Have you included parent communications within existing careers education activities (e.g. PAL, WEX, CEIAG)?

Do parents:

- Know it is happening?
- Understand the value and purpose?
- Have the opportunity to provide wraparound support for their child e.g. conversations at home before and after?

Think back to the different types of parents – how would support need to be different to engage and support these different groups?

Time for a short break



Family friendly schools



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Create a list of all the potential barriers to family engagement in careers. This needs to include those that exist within your setting and any barriers that could be coming from the parents and families in your institution.



Identify any solutions, resources or actions you could take that would help to remove these barriers for parents and make your institution become more family friendly. Write these alongside your list.



Circle or highlight some solutions that you consider small. These are the items in your list that you might be able to do something about alone in under 30 minutes.



Underline the solutions or remaining barriers which may prove more persistent. These larger solutions would rely on support from others and there will be several steps to dealing with them.

Strategies for the least engaged

Difference makers

- Communications need to include how important their role is; how much of a difference they make.

Build trust

- Use familiar people to build trust.
- Could be students, alumni, local community leaders or cultural representatives hosting or facilitating activities for certain groups.

Be inclusive

- Invite the whole household along.
- Where appropriate, consider including grandparents / siblings, to help families feel comfortable attending and to reduce barriers such as childcare and build the network of support for young people.

Location

- Where would make your families feel most comfortable or make them more likely to attend?
- Smaller classrooms or quieter spaces that feel less overwhelming.
- Create opportunities for organic conversation.

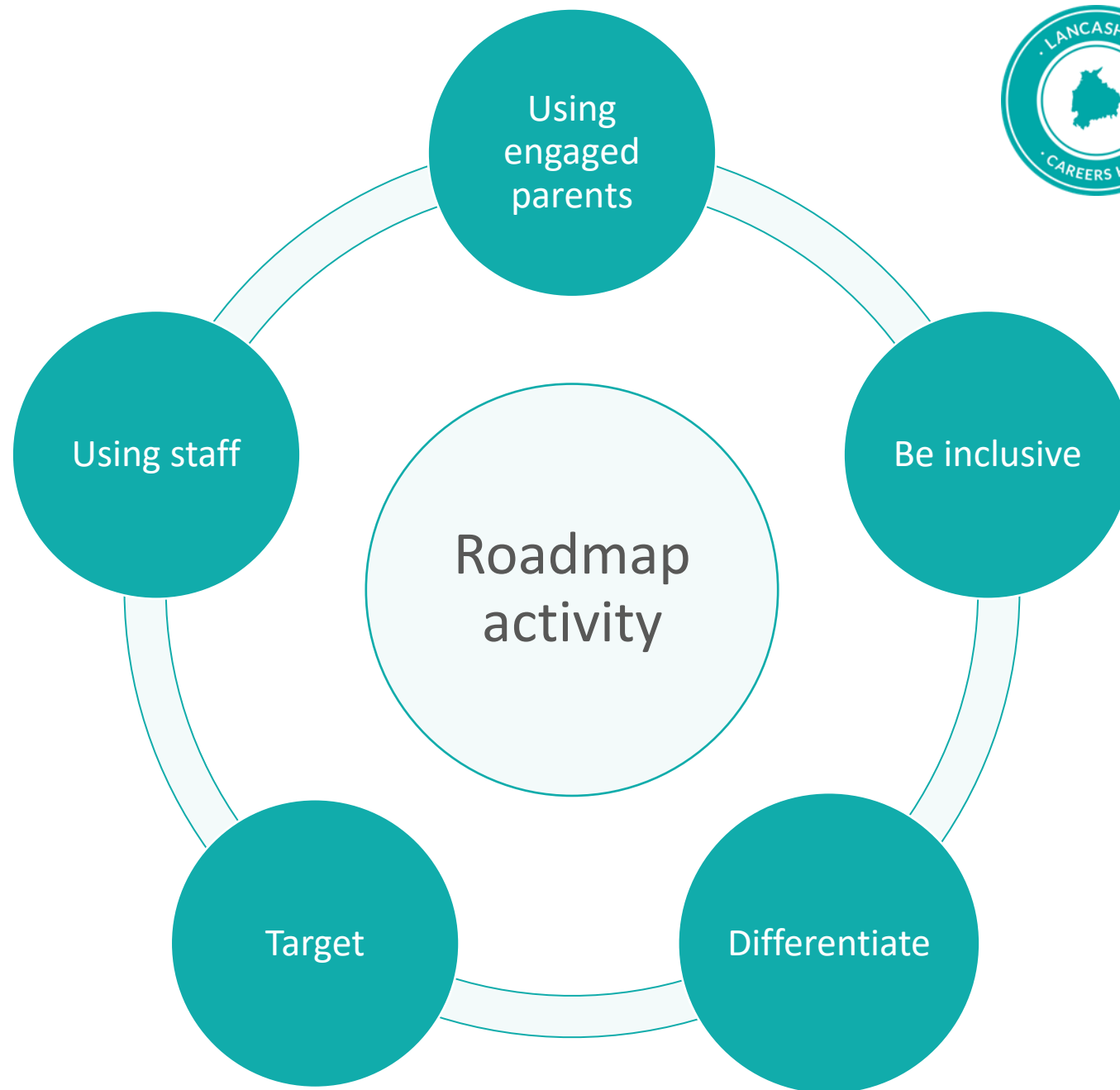
Blend

- Take a blended approach.
- Consider virtual and in-person events. While there are pros and cons for each, offering both options can help you engage and meet the needs of different types of parents.

Activity



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Strength

- What is already working well in this group's careers provision
- What is already working well with their parents?
- What elements, however big or small, could you build upon? If there's nothing, what other successful parent-related activities and events could you draw from?
- What else in the institution is enjoying success in either careers provision or parental engagement?

Weakness

- What isn't working well in terms of your careers provision for this group?
- What is missing?
- What isn't working to engage their parents?
- What immediate changes should you make to address these?

SWOT

Opportunity

- Are there any engaged parents with skills or resources you could draw upon?
- Are there any members of staff who could help you build trust and rapport with less engaged parents?
- Are there other events or activities you could piggyback onto?
- How could you engage rather than just inform parents about this activity?

Threat

- Which parents will you need to pay extra attention to? What are their barriers? What type of activity, location, time of day etc. would best meet their needs?
- Which members of the should you get on board to make this a success? Which staff members might threaten its success?
- How can you communicate the information in the right way for this audience.



Measurement

- Does your website agency / provider supply analytics?
- Number of survey responses, types of survey responses & volunteers (do you follow up?).
- Attendance.
- Changes to attending groups.
- Tracking of targeted groups.
- More contact, more questions.
- Quick immediate feedback.





Activity – action planning

- | 1 Three actions
- | 2 Three allies
- | 3 One activity

Please complete this survey.



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Thank you

[https://online1.snapsurveys.com/
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