

Parent and carer engagement training

Part 2



**The potential of whole school
strategic approaches to family
engagement in careers education**



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Pre-work

Ahead of this training, Careers Leaders should:

- Watch and reflect on this [video](#). Consider the extent to which there is a whole institution approach currently.
- Download, complete and print the relevant roadmap for parents and carers available [here](#) to bring to the training.
- Map out all the opportunities currently available to engage with parents and carers in your setting e.g. parents' evenings, information evenings, concerts, and bring to the training.



Where are you on your journey?

How far away from an embedded whole-institution approach to parent engagement in careers provision is your school, special school or college right now?



It's a distant dream right now – we have a long way to go.



I can see it happening around me. I just need to bring it all together.



It's in sight. There are pockets of activity and some interest from staff.



We're there. The whole-setting is engaged but I think we can do even more.





How do you feel about your school, special school or college in terms of how parent and carer friendly it is?



Not parent/carers-friendly at all. There's a disconnect we need to work on.



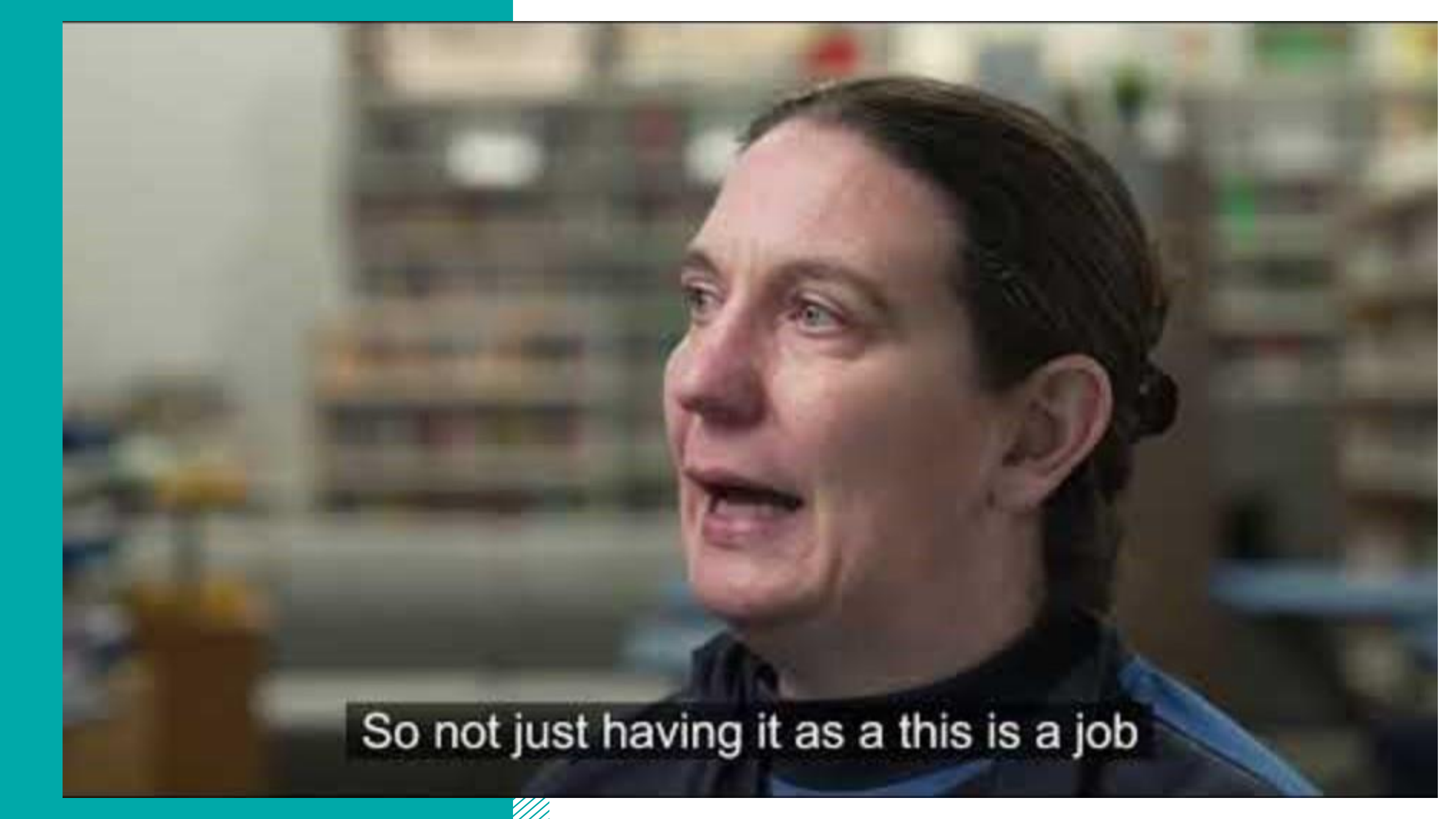
Friendly to most parents and carers but there's still work to do.



Friendly to some parents and carers but many are disengaged with school, special school or college life.



Parent/carers-friendly. Everyone feels included and many are actively involved.

A woman with dark hair tied back, wearing a dark blue uniform, is shown in profile, looking upwards and to the left. She appears to be speaking. The background is a blurred warehouse or storage area with shelves filled with boxes. A teal bar is at the top left, and a small striped logo is at the bottom center.

So not just having it as a this is a job



Identified challenges to embedding parental engagement in careers across an institution:

- Staff see it as additional work rather than being able to integrate into current work (66%)
- Finding time to provide training (58%)
- Other staff don't see it as their job to get involved (56%)
- Getting other staff to see it as a priority (47%)
- Being able to keep other staff up to date on changes (41%)
- Being able to provide the right resources to other staff (37%)
- Increasing the confidence of other staff (34%)
- It is not linked to other staff's career progression and performance (33%)
- Not aware of impact on students (32%)
- Other staff don't understand the part they can play (24%)
- Other staff not aware of the benefits to student engagement in learning (19%)



It's a team effort!

Who else has a key role to play?

Senior Leaders

Subject teachers

Learning support /
Teaching Assistants

Pastoral staff

Heads of Year / Dept

SENCo

Governors

The principles of a strategic approach



Aware: parental engagement can be hard but valuable, so get familiar with how to do it strategically.



Collaborative: gain buy-in from other staff to engage parents in careers.



Targeted: think about who your different groups of parents are and plan accordingly.



Progressive: build a learning journey for your parents.



Integrated: build careers into existing parental engagement activities.



What do parents and carers need to:

- **Know?**
- **Understand?**
- **Be able to do?**

....and by when?

Using the example Learning Outcomes for ideas, what are your priorities for parents and carers in each year group, level or stage?

Come up with ideas together and then we will allow time for you to select and shape your own.

Activity



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Compare your roadmap with your learning outcomes.

Does it deliver or are there gaps or opportunities?

Do you need something more or something different for your target groups of parents and carers?

Careers Support available		TALKING FUTURES	THE CAREERS & ENTERPRISE COMPANY
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 <u>best</u> next step.			

Activity



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What opportunities do you have with each year group, across the year, where you are already engaging with parents and carers?



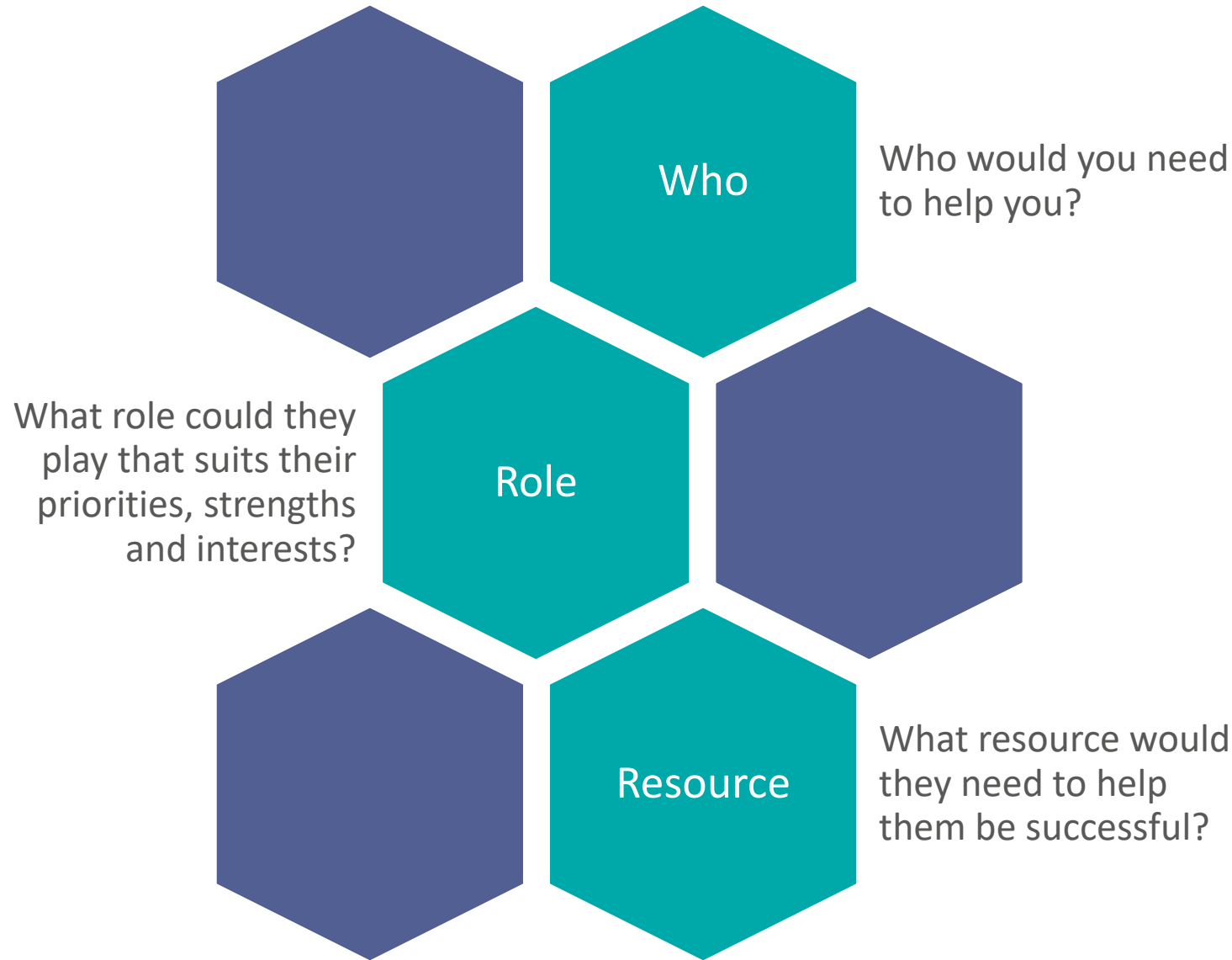
Does the timing of any of these, support you to target priority groups with tailored activity to meet your learning objectives for parents and carers?



What do the learning outcomes mean for your ask of staff? How are we asking them to support parents? What opportunities are there, that already exist?



Consider the needs of targeted families who have the most to gain. How will the support need to be different for each of those different groups?



Choose 1 learning outcome + 1 year group

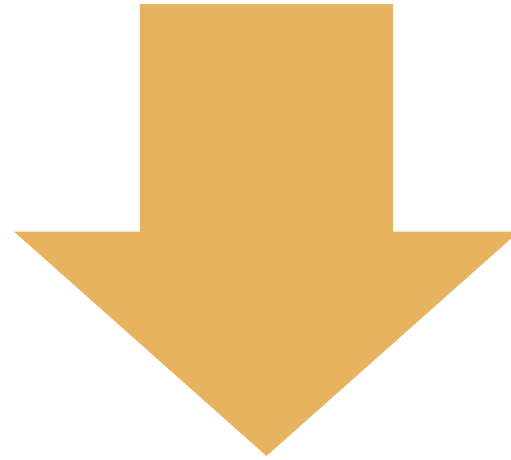
Consider ways these staff would contribute.

- **Subject departments**
- **Year team**
- **Pastoral or SENCo**

Implementation



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Directive?



Consultative?

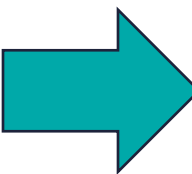


Using the Careers Impact System Maturity Model to reflect...

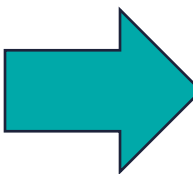


Careers Impact System

Theme 3.4 Parent/carer understanding of what LMI is & how to make effective use of it



A progressive 'careers learning journey' for all **informs** how parents are regularly supported universally through a variety of channels to understand what the labour market is & how to access & interpret LMI. There is also evidence of how **targeted support** is differentiated according to parent context. Engagement is **measured through stakeholder voice**

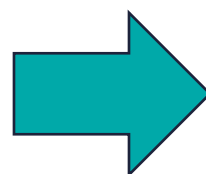


Support is provided to all parents, **regularly & differentiated** according to parent & child need. **Impact evaluation data** relating to parent engagement with and understanding of how to access & use relevant LMI is used to inform a **whole institution parental engagement strategy** that includes supporting parents to make effective use of LMI

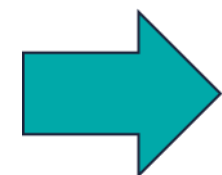
Careers Impact System

Theme 3.4 Parent/carer understanding of what LMI is & how to make effective use of it

All parents receive local, regional and national information on an **ad hoc** basis, through a **variety of channels**.



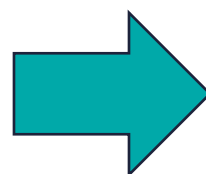
At each key stage, all parents receive information about what LMI is & why it is important, as well as local, regional and national information. This information is shared through a **variety of channels** and there is evidence of information & data being **tailored to the needs of students**.



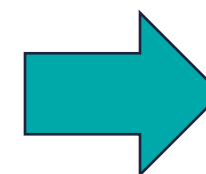
Careers Impact System

Theme 3.5 Parent/carer understanding of all routes available to students at key transitions

All parents receive information on an **ad hoc** basis about which routes (including technical and vocational) are available to students at key transitions. Information is shared through a **variety of channels**



At each key stage, all parents are supported to understand the benefits of all routes available to students at key transitions, including technical and vocational. Information is shared through a **variety of channels**

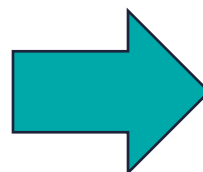


Careers Impact System

Theme 3.5 Parent/carer understanding of all routes available to students at key transitions



Students' 'careers learning journeys' are used to **inform** how all parents are **regularly supported universally to evaluate with equity** all routes available to students at key transitions, how they can access and understand information on all available routes and supports all parents to address any misconceptions and stereotypes. There is also evidence of how this support is **differentiated** according to parent context. Engagement is measured through **stakeholder voice**



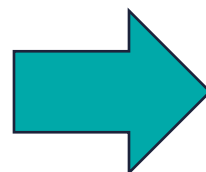
Support is provided to all parents **regularly, differentiated** according to parent and child need.

Impact evaluation data relating to engagement with, understanding of & attitudes towards all routes available to students at key transitions is **used to inform a whole institution parental engagement strategy** that includes supporting parents to **make effective use of information**

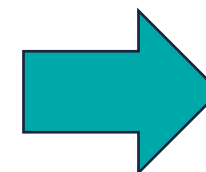
Careers Impact System

Theme 6.2 Meaningful approach to Personal Guidance

Students have the opportunity to engage in a personal guidance interview and **all parents are informed** that this opportunity is available

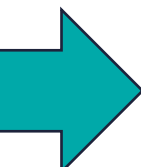


Personal guidance interviews are well-timed to support students to prepare for key transitions and are embedded within a structured approach to careers activity. Parents are **informed ahead of time and have the opportunity to ask questions**

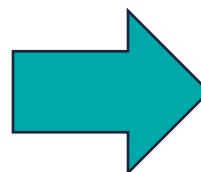


Careers Impact System

Theme 6.2 Meaningful approach to personal guidance



Personal guidance interviews and time for student preparation and reflection are **well-timed** and are embedded within all students' 'careers learning journeys'. Relevant staff CPD and **parent/carers engagement is mapped to** support this. **All parents are supported to have a clear role in helping students to prepare and reflect on their interviews**



Approaches to personal guidance are **differentiated in response to impact evaluation data** in the context of school, special school, or college development planning, impact evaluation and reporting.

The role of all parents in supporting all students to engage in personal guidance is carefully thought through and mapped within this

Looking at the Maturity Model printed on your tables, discuss where you would position yourself in terms of the parental engagement strands currently.

[Themes 3.4, 3.5 and 6.2]

What could you put in place after today that would help you progress towards maturity?



Please complete this survey.



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Thank you

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4rckbf](https://online1.snapsurveys.com/4rckbf)